DOCUMENT RESUME

ED 399 859 HE 029 494

AUTHOR	McCormick, Alexander C.; And Others
TITLE	A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later, with an Essay on Time to Degree. Baccalaureate and Beyond Longitudinal Study. Statistical Analysis Report.
INSTITUTION	MPR Associates, Berkeley, CA.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	ISBN-0-16-048748-X; NCES-96-158
PUB DATE	Aug 96
NOTE	156p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Age; *Bachelors Degrees; College Graduates; Degrees (Academic); Enrollment Trends; Followup Studies; Graduate Surveys; Higher Education; Longitudinal Studies; Majors (Students); *Outcomes of Education; Race; Sex; *Student Characteristics; Tables (Data); Time Factors (Learning); *Undergraduate Study
IDENTIFIERS	*Time to Degree

ABSTRACT

This report presents selected findings from the 1993/94 Baccalaureate and Beyond Longitudinal Study First Followup survey. The report found that only 36 percent of 1992-93 bachelor's degree recipients completed their degree within 4 years of beginning postsecondary education. Students who delayed their entry into postsecondary education took longer to complete their degree, as did those who began postsecondary education at a less-than-4-year institution. The first section presents a brief profile of the study's nationally representative sample of 10,080 recipients of bachelor's degrees at 648 institutions in 1992-93, including gender and race, age at degree receipt, degree-granting institution, and point of entry into postsecondary education. The second section presents an analysis of the amount of time taken to complete the degree and includes such data as sample definition and outcome measures, timing of entry into postsecondary education, time between high school graduation and bachelor's degree completion, interruptions in enrollment, time between entry into postsecondary education and bachelor's degree completion, gender and race, timing of entry and preparation for college, institutions attended, major field of study, and debt. The compendium provides detailed tables and describes the employment and enrollment experiences of this population in the year after graduation. Appended are a glossary of terms and technical notes on the study methodology. (CK)

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ED 399 859

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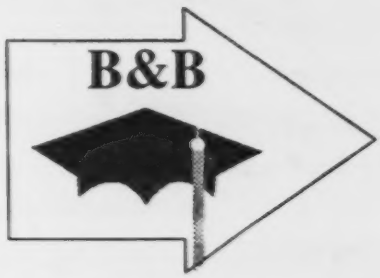
Statistical Analysis Report **August 1996**

Baccalaureate and Beyond Longitudinal Study

A Descriptive Summary of 1992–93 Bachelor's Degree Recipients 1 Year Later

With an Essay on Time to Degree



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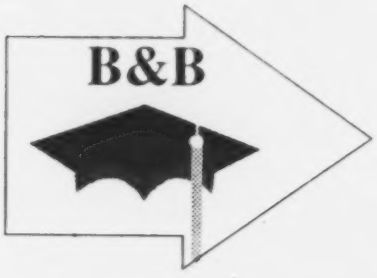

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August 1996

Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *A Descriptive Summary of 1992–93 Bachelor's Degree Recipients 1 Year Later, With an Essay on Time to Degree.* [Baccalaureate and Beyond Longitudinal Study], NCES 96-158, by Alexander C. McCormick and Laura J. Horn. Paula Knepper, project officer. Washington, DC: 1996.

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For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048748-X

Foreword

The 1993 Baccalaureate and Beyond Longitudinal Study (B&B:93) sampled students who completed bachelor's degrees in academic year 1992–93. The First Followup, conducted in 1994, provides information on the activities of these bachelor's degree recipients in the year after graduation. For longitudinal analysis of postbaccalaureate outcomes, the B&B survey design offers several advantages over previous surveys that have tracked the activities of a high school age cohort. First, B&B begins with a nationally representative sample of bachelor's degree recipients, regardless of graduates' age at degree completion. With the proliferation of part-time attendance and the increasing number of college students who are older than the traditional 18- to 22-year-old college-going population, this affords a more representative cross-section of bachelor's degree completers than would be possible with a sample based on an age cohort. Second, by sampling at degree completion, B&B avoids the problem of sample attenuation that occurs with high school cohorts (since not all members of a high school cohort attend college; those who attend differ in timing, intensity, and continuity of enrollment; and not all who attend complete a bachelor's degree).

This report presents selected findings from the B&B:93/94 First Followup survey. The first section presents a brief profile of 1992–93 bachelor's degree recipients. The second section presents an analysis of the amount of time taken to complete the degree. Finally, the compendium provides detailed tables that supplement the information presented in the first two sections, and also describes the employment and enrollment experiences of this population in the year after graduation.

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Acting Associate Commissioner
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Acknowledgments

The authors wish to thank all who contributed to the production of this report. At MPR Associates, special thanks go to Dawn Cayabyab, Don Eike, Simone Figueroa, Sanjay Kothari, Laura Mihailoff, Lynn Sally, Mary Sukkestad, and Connie Yin who provided invaluable production assistance. Vicky Dingler and Ellen Liebman provided vital programming support, and Andrea Livingston and Karyn Madden provided editorial assistance.

At the National Opinion Research Center, Pam Giese, Pat Green, and Sharon Myers deserve credit for coordinating the original B&B data collection and coding, and they also provided useful feedback as this report was drafted.

At the National Center for Education Statistics, Paula Knepper and C. Dennis Carroll provided guidance and constructive criticism at every stage. In addition, members of the B&B Technical Review Panel provided valuable suggestions and feedback. Finally, we are grateful to Nabeel Alsalam, David Bergeron, Robert Burton, Mary Frase, Peter Stowe, and Peter Syverson for their careful review of the final report.

Table of Contents

Page

Foreword . . . iii
Acknowledgments . . . iv
List of Tables . . . vi
List of Figures . . . xii

Introduction . . . 1
A Profile of 1992–93 Bachelor's Degree Recipients . . . 2
Gender and race–ethnicity . . . 2
Age at degree receipt . . . 6
Degree-granting institution . . . 7
Point of entry into postsecondary education . . . 8
Time to Degree Completion . . . 11
Outcome measures and sample definition . . . 12
Timing of entry into postsecondary education . . . 13
Time between high school graduation and bachelor's degree completion . . . 14
Interruptions in enrollment . . . 15
Time between entry into postsecondary education and bachelor's degree completion . . . 20
Gender and race–ethnicity . . . 24
Timing of entry and preparation for college . . . 24
Institutions attended . . . 25
Major field of study . . . 27
Debt . . . 27
Conclusion . . . 28

Table Compendium

Introduction to the Table Compendium . . . 30
Time to Degree Tables . . . 31
The Employment and Enrollment Status of 1992–93 College Graduates . . . 57
Overview of employment and enrollment status . . . 58
Employment: April 1994 . . . 58
Full-time salaries . . . 59
Underemployment . . . 60
Unemployment . . . 60
Comparisons of 1993 college graduates with 1990 college graduates (*1991 Recent College Graduates* survey) . . . 61
Enrollment in further education . . . 80
Graduate school application . . . 81
Undergraduate debt . . . 81
Percentage Distributions of Row Variables . . . 102

Appendices

Appendix A: Glossary . . . 108
Appendix B: Technical Notes and Methodology . . . 123

List of Tables

Essay Tables **Page**

1 Percentage distribution of bachelor's degree recipients according to gender and race-ethnicity, by selected student characteristics: 1992-93 3

2 Average cumulative and major GPAs of bachelor's degree recipients by gender, major field of study, and age at entry into postsecondary education: 1992-93 6

3 Percentage distribution of bachelor's degree recipients according to age when received bachelor's degree, by cumulative undergraduate GPA: 1992-93 7

4 Percentage distribution of bachelor's degree recipients according to control and offering of awarding institution, by entrance examination score quartile: 1992-93 7

5 Percentage distribution of first-time bachelor's degree recipients according to control and level of first institution attended, by selected student characteristics: 1992-93 10

6 Percentage distribution of bachelor's degree recipients according to prior attainment, by attendance characteristics: 1992-93 11

7 Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and enrollment characteristics: 1992-93 14

8 Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and degree completion, by first postsecondary institution attended: 1992-93 15

9 Percentage distribution of first-time bachelor's degree recipients who began postsecondary education at a 4-year institution according to the number of institutions attended, by type of institution first attended: 1992-93 17

10 Percentage distribution of first-time bachelor's degree recipients according to total number of months stopped out between institutions, by selected student and enrollment characteristics: 1992-93 18

Essay Tables

		Page
11	Percentage distribution of first-time bachelor's degree recipients according to time between entry into postsecondary education and degree completion, by total number of months stopped out between institutions: 1992–93	20
12	Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93	21
13	Among first-time bachelor's degree recipients with less than 6 months of stopout between institutions, average number of years between postsecondary entry and degree receipt according to type of degree-granting institution, by selected student and enrollment characteristics: 1992–93	23

Compendium Tables **Page**

I.1 Percentage distribution of bachelor's degree recipients according to gender and race–ethnicity, by selected student and enrollment characteristics: 1992–93 32

I.2 Percentage distribution of bachelor's degree recipients according to age when received bachelor's degree, by selected student and enrollment characteristics: 1992–93 34

I.3 Percentage distribution of bachelor's degree recipients according to control and offering of awarding institution, by selected student and enrollment characteristics: 1992–93 36

I.4 Percentage distribution of first-time bachelor's degree recipients according to control and level of first institution attended, by selected student and enrollment characteristics: 1992–93 38

I.5 Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and enrollment characteristics: 1992–93 40

I.6 Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and enrollment characteristics: 1992–93 42

I.7 Percentage distribution of first-time bachelor's degree recipients according to total number of months stopped out between institutions, by selected student and enrollment characteristics: 1992–93 45

I.8 Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93 46

I.9 Among 1992–93 bachelor's degree recipients with less than 6 months of stopout between institutions, average number of years between postsecondary entry and degree receipt according to type of degree-granting institution, by selected student and enrollment characteristics: 1992–93 49

I.10 Percentage distribution of bachelor's degree recipients according to undergraduate major and selected characteristics: 1992–93 52

I.11 Percentage distribution of bachelor's degree recipients according to highest degree already completed, by selected student characteristics: 1992–93 55

Compendium Tables **Page**

I.12 Percentage distribution of first-time bachelor's degree recipients according to where they began postsecondary education by number of institutions attended: 1992–93 56

II.1 Percentage of 1992–93 bachelor's degree recipients according to their employment status in April 1994 and the corresponding unemployment rate . . 62

II.2 Percentage of 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1994 65

II.3 Percentage distribution of 1992–93 bachelor's degree recipients who were employed in April 1994 according to their reported occupation 68

II.4 Percentage distribution of annual salaries, and the average annual salaries, for 1992–93 bachelor's degree recipients employed full time in April 1994, by gender, race–ethnicity, bachelor's degree major, and April occupation 71

II.5 Among 1992–93 bachelor's degree recipients who were employed and not enrolled in April 1994, the percentage reporting various underemployment characteristics about their employment 73

II.6 Percentage of 1992–93 bachelor's degree recipients who had experienced any unemployment since graduation, the average number of consecutive months they were unemployed, and the unemployment rate for April 1994 76

II.7 Comparisons between 1990 and 1993 college graduates with respect to employment status 1 year after graduation and various job characteristics . . . 79

III.1a Percentage distribution of 1992–93 bachelor's degree recipients according to their enrollment status in April 1994 82

III.1b Percentage of 1992–93 bachelor's degree recipients according to their postbaccalaureate enrollment since receiving a bachelor's degree and the percentage ever enrolled 85

III.2 Among the 1992–93 bachelor's degree recipients who had enrolled in graduate/professional school since receiving their bachelor's degree, the percentage distribution according to highest degree program 88

III.3 Among 1992–93 bachelor's degree recipients enrolled in graduate/professional school since receiving their bachelor's degree, the percentage distribution according to graduate field of study 91

III.4 Percentage of 1992–93 bachelor's degree recipients who applied to graduate or professional school, the percentage accepted among those who applied, and the percentage who considered applying among those who did not apply 94

III.5 Among the 1992–93 bachelor's degree recipients who did not apply to graduate school but had considered applying, the percentage distribution according to various reasons for not applying 97

III.6 Percentage of 1992–93 bachelor's degree recipients who borrowed for their undergraduate education, the average amount borrowed, the average amount still owed, and the average total debt among all degree recipients 99

IV.1 Percentage distribution (in columns) of 1992–93 bachelor's degree recipients according to selected characteristics, by gender and race–ethnicity 103

Appendix Tables **Page**

B1 Percentage distribution of eligible cases according to B&B:93/94 case disposition, by selected demographic characteristics 124

B2 Standard errors corresponding to table 12 126

List of Figures

Figure		Page
1	Age and gender composition of bachelor's degree recipients: 1992–93	4
2	Gender composition of bachelor's degree recipients, by major: 1992–93	5
3	Percentage distribution of bachelor's degree recipients according to type of awarding institution: 1992–93	8
4	Percentage distribution of college graduates completing the baccalaureate degree within various years of graduating from high school: 1977, 1986, 1990, and 1993 graduates	16
5	Between-institution stopout among first-time bachelor's degree recipients: 1992–93	19
6	Time from postsecondary entry to bachelor's degree for graduates with less than 6 months of stopout between institutions, by types of institutions attended: 1992–93	26

Introduction

In academic year 1992–93, more than 1.1 million students received bachelor's degrees from 1,809 U.S. institutions of higher education.[1] A nationally representative sample of that population, consisting of 10,080 students attending 648 institutions, was surveyed in their last year of college and again 1 year after graduation. This report uses those data to provide a detailed profile of the population of 1992–93 bachelor's degree recipients, with particular attention to the amount of time taken to complete the degree, an issue of intense interest to students, parents, policymakers, and administrators.

In recent years, the amount of time required to complete a bachelor's degree has attracted considerable attention as rising costs have increased the financial burden of undergraduate education on families and taxpayers (through their support of public institutions and state and federal financial aid programs). Delays in degree completion can be problematic for the individual, the institution, and society. For instance, individual costs involve additional tuition, foregone income while enrolled, and reduced long-term earning potential; institutional costs involve reduced ability to forecast future enrollment and to meet new enrollment demand, because of fewer spaces for new students; and social costs involve reduced efficiency of public investment in higher education, since it takes longer to realize returns on public dollars invested in support of undergraduate education.

A Profile of 1992–93 Bachelor's Degree Recipients

This section presents a brief sketch of the characteristics of 1992–93 bachelor's degree recipients, including tables and figures describing the population according to a number of key characteristics: gender, race-ethnicity, age at degree receipt, and types of institutions attended. This profile is included to provide the reader with a basic description of the population on which this and subsequent B&B reports will be based.

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[1] *Digest of Education Statistics, 1995* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995), tables 243 and 250.

Gender and race-ethnicity

Since academic year 1984–85, a majority of bachelor's degrees awarded by U.S. institutions of higher education have been earned by women, whose share of the total has gradually increased since then.[2] In 1992–93, 55 percent of all bachelor's degree recipients were women (table 1 and figure 1), as were two-thirds (68 percent) of those who received the degree at age 40 or older. Most majors in education, the health professions, and psychology were women (79, 75, and 74 percent, respectively), while men predominated among engineering majors (86 percent) (figure 2).[3]

Graduates' scores on the Scholastic Assessment Test (SAT) or the American College Testing Program examination (ACT) were available for about two-thirds of the B&B sample (68 percent).[4] Scores on each exam were converted to quartile ranks among B&B participants who took each test, and these were then combined into a single quartile score (see appendix A). Among graduates who took the SAT or ACT, the top quartile contained a larger proportion of men than did other quartiles, while the bottom quartile contained proportionally more women. This pattern was reversed with respect to achievement in college, however: there were proportionally more women among those with a cumulative grade point average (GPA) of 3.5 or above than among those with lower GPAs. The gender difference in overall college grades persists after controlling for age at entry, and also after controlling for major (except among majors in history, engineering, biological sciences, and mathematics and other sciences) (table 2).[5]

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[2]*Digest of Education Statistics, 1995* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995), table 256.

[3]Compendium table I.10 presents data on the distribution of majors.

[4]U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System. The remaining 32 percent consists of graduates who did not take an entrance examination (11 percent), and those who took an examination but did not report a score or whose examination status was unknown (21 percent). Scores were drawn from institutional records if possible, and self-reported if not available from institutional records.

[5]Self-reported GPAs.

Table 1—Percentage distribution of bachelor's degree recipients according to gender and race–ethnicity, by selected student characteristics: 1992–93

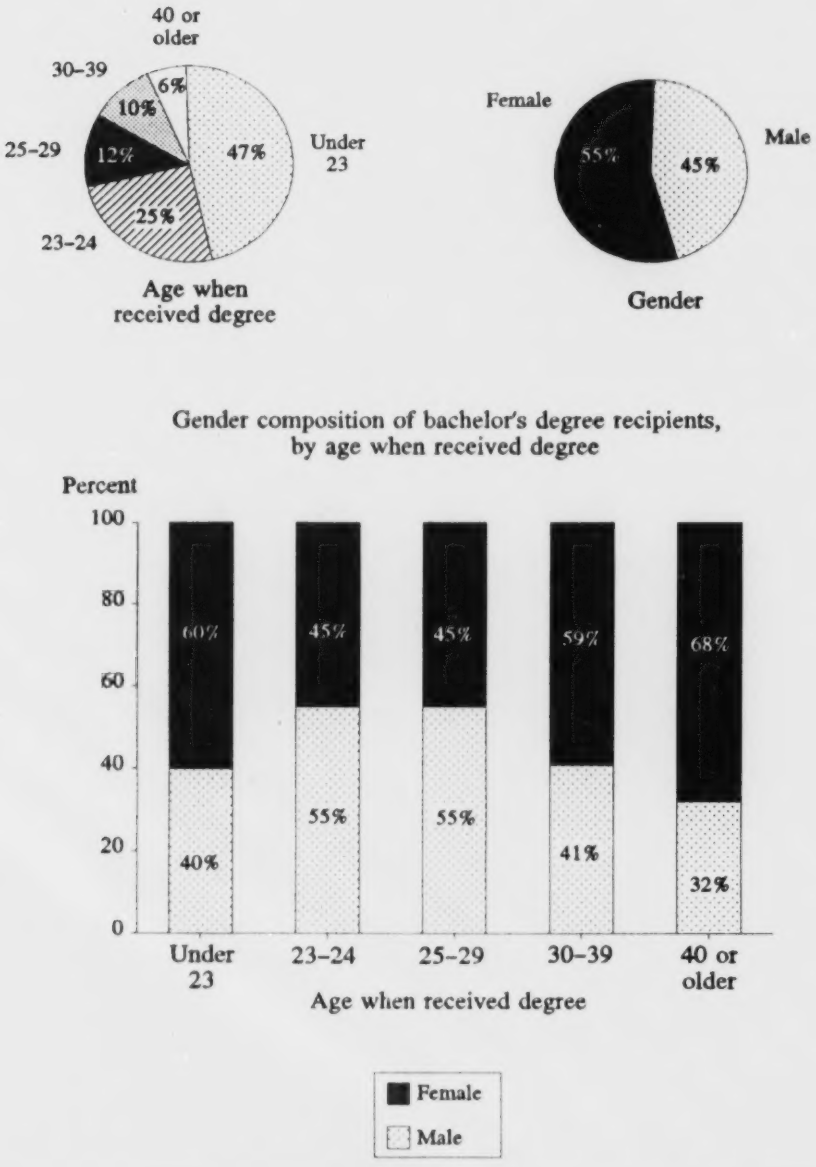
	Gender		Race–ethnicity				
	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total	45.3	54.7	0.6	4.9	6.1	5.1	83.3
Baccalaureate degree major							
Professional fields	44.8	55.2	0.6	4.4	6.3	4.8	84.0
Business and management	53.8	46.2	0.6	4.6	7.6	4.4	82.8
Education	21.4	78.6	0.6	2.0	3.8	4.4	89.2
Engineering	86.3	13.7	0.3	9.8	4.1	4.3	81.5
Health professions	25.3	74.7	0.7	4.2	6.4	5.6	83.1
Public affairs/social services	40.5	59.5	0.3	2.1	10.5	8.4	78.7
Arts and sciences	47.2	52.8	0.5	6.1	6.0	5.6	81.8
Biological sciences	51.9	48.1	0.3	8.2	6.7	5.9	78.9
Mathematics and other sciences	59.8	40.2	0.4	10.5	6.8	4.5	77.9
Social science	49.1	50.9	0.6	5.3	6.9	5.1	82.2
History	60.3	39.7	0.3	3.9	2.5	1.5	91.8
Humanities	40.6	59.4	0.7	5.4	4.6	6.4	82.9
Psychology	26.3	73.7	0.2	1.3	7.2	8.5	82.8
Other	42.7	57.3	0.8	4.0	6.0	4.7	84.7
Age received bachelor's degree							
Under 23	40.4	59.6	0.3	4.6	5.7	3.6	85.8
23–24	54.9	45.1	0.3	7.1	5.4	5.7	81.5
25–29	55.4	44.6	0.8	4.2	6.3	8.2	80.5
30–39	41.1	58.9	1.4	4.0	8.0	6.7	79.8
40 or older	31.9	68.1	1.6	1.6	7.7	4.8	84.2
Entrance examination score quartile							
Bottom 25%	40.7	59.3	0.5	2.7	12.5	6.4	77.9
Middle 50%	49.5	50.5	0.3	4.1	3.6	3.6	88.4
Top 25%	56.5	43.5	0.6	6.2	1.7	2.7	88.7
No exam taken or no score reported	37.3	62.7	0.8	6.3	8.1	7.3	77.6
Cumulative undergraduate GPA*							
Less than 3.0	55.2	44.8	0.5	4.6	11.3	6.2	77.5
3.0–3.49	45.7	54.3	0.6	5.7	5.0	4.9	83.9
3.5 or higher	35.2	64.8	0.6	3.7	2.4	3.8	89.4

*Self-reported.

NOTE: Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Figure 1—Age and gender composition of bachelor's degree recipients: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

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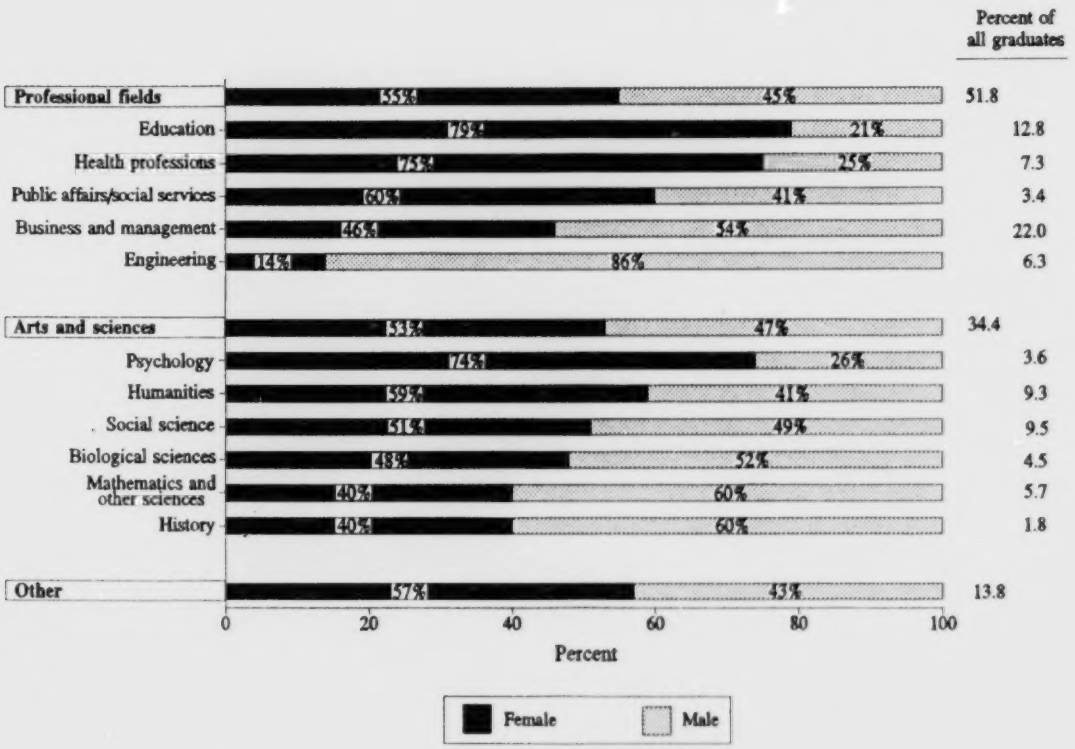
Figure 2—Gender composition of bachelor's degree recipients, by major: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Certain majors differed in their racial–ethnic composition (table 1). For example, Asian/Pacific Islanders made up a larger share of engineering, biological science, and math/science majors (8 to 11 percent) than education, public affairs/social services, and psychology majors (1 to 2 percent). However, black, non-Hispanic students were more highly represented among business and public affairs majors than among history majors (8 and 11 percent versus 3 percent). White students made up a larger share of education and history majors than other majors (about 90 percent versus 78 to 85 percent of other majors).

Table 2—Average cumulative and major GPAs of bachelor's degree recipients by gender, major field of study, and age at entry into postsecondary education: 1992–93

	Cumulative GPA*			Major GPA*		
		Gender			Gender	
	Total	Male	Female	Total	Male	Female
Total	3.17	3.10	3.24	3.31	3.25	3.36
Baccalaureate degree major						
Professional fields	3.19	3.10	3.26	3.31	3.23	3.38
Business and management	3.15	3.10	3.22	3.26	3.22	3.30
Education	3.26	3.11	3.30	3.43	3.32	3.46
Engineering	3.10	3.08	3.18	3.20	3.19	3.26
Health professions	3.28	3.20	3.31	3.36	3.31	3.38
Public affairs/social services	3.12	3.02	3.18	3.33	3.25	3.39
Arts and sciences	3.17	3.13	3.22	3.33	3.29	3.36
Biological sciences	3.20	3.20	3.20	3.26	3.26	3.27
Mathematics and other sciences	3.14	3.14	3.13	3.27	3.29	3.25
Social science	3.11	3.06	3.17	3.28	3.25	3.31
History	3.25	3.19	3.36	3.44	3.44	3.46
Humanities	3.23	3.14	3.28	3.41	3.34	3.46
Psychology	3.18	3.05	3.23	3.34	3.28	3.37
Other	3.11	3.00	3.20	3.27	3.20	3.33
Age at postsecondary entry						
Under 20	3.16	3.09	3.22	3.30	3.25	3.35
20–24	3.24	3.17	3.33	3.33	3.29	3.39
25–29	3.41	3.27	3.51	3.49	3.35	3.58
30 or older	3.41	3.22	3.47	3.46	3.28	3.52

*Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Age at degree receipt

About half of 1992–93 bachelor's degree recipients were age 22 or younger when they received their degree, and about one-quarter were age 23 or 24. One graduate out of six graduated at age 30 or older (table 3). Older students were more represented among those with high grades: graduates with cumulative GPAs of 3.5 or above were more likely to be in their 30s or older than were students with lower GPAs (17 percent were in their 30s, compared with 7 to 8 percent of those with lower grades; 11 percent were 40 or older, compared with 2 to 5 percent of those with lower grades).[6]

[6]A similar pattern is evident when overall grades are examined by age at entry: students in each category of age at entry had higher average cumulative GPAs than younger entrants (the only exception being that those who began at age 30 or older did not have significantly higher GPAs than those who began at 25–29 years old) (table 2).

Table 3—Percentage distribution of bachelor's degree recipients according to age when received bachelor's degree, by cumulative undergraduate GPA: 1992–93

	Under 23	23–24	25–29	30–39	40 or older
Total	47.0	24.7	12.4	10.0	6.0
Cumulative undergraduate GPA*					
Less than 3.0	42.4	33.5	15.0	7.1	2.0
3.0–3.49	50.8	24.9	11.6	7.7	5.0
3.5 or higher	46.6	14.5	11.3	16.7	11.0

*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Degree-granting institution

Sixty-five percent of 1992–93 bachelor's degree recipients graduated from public institutions; 42 percent graduated from public doctorate-granting institutions (table 4). Graduates who scored in the bottom quartile of the SAT or ACT were more likely than others for whom a score was available to have received their degree from public nondoctoral institutions (32 percent versus 12 to 20 percent of others), while those scoring in the top quartile were more likely to have graduated from private, doctorate-granting institutions (23 percent versus 9 to 14 percent of others with scores reported).

Table 4—Percentage distribution of bachelor's degree recipients according to control and offering of awarding institution, by entrance examination score quartile: 1992–93

	Public 4-year			Private, not-for-profit 4-year			
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	Other*
Total	65.2	23.2	42.0	31.4	17.9	13.4	3.5
Entrance examination score quartile							
Bottom 25%	74.6	32.0	42.6	24.2	15.4	8.8	1.2
Middle 50%	67.9	20.1	47.8	29.2	15.6	13.6	2.9
Top 25%	60.5	12.0	48.5	37.6	14.6	23.0	1.9
No exam taken or no score reported	60.1	27.9	32.1	34.0	23.5	10.5	5.9

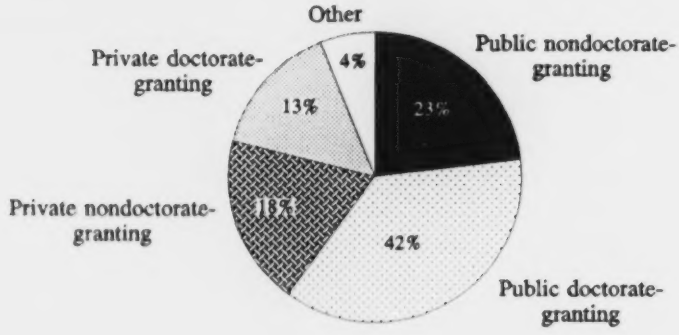
*Includes graduates of private, for-profit institutions and of institutions of unknown type (i.e., 1992–93 bachelor's degree recipients who were sampled from an institution other than the degree-granting one).

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

The rest of this section pertains to entry into postsecondary education and progress toward the bachelor's degree. A small number of 1992–93 graduates already held a bachelor's degree or higher level degree (6.5 percent) (compendium table I.11). Since it would not be appropriate to include such students in the discussion of entry and progress, graduates who held a prior bachelor's degree or higher were excluded from the tables and figures that follow.

Figure 3—Percentage distribution of bachelor's degree recipients according to type of awarding institution: 1992–93



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Point of entry into postsecondary education

Half of all 1992–93 first-time bachelor's degree recipients (53 percent) attended more than one institution before completing their degree.[7] This includes students who changed institutions before earning the degree, and students who temporarily enrolled elsewhere but received the degree from the first institution attended. Table 5 presents information on how first-time bachelor's degree recipients began their postsecondary education.

[7]U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table 5—Percentage distribution of first-time bachelor's degree recipients according to control and level of first institution attended, by selected student characteristics: 1992–93

	Public 4-year	Private, not-for-profit 4-year	Public 2-year	Public less-than-2-year	Private, not-for-profit less-than-4-year	Private, for-profit
Total	54.4	27.9	16.0	0.0	0.8	0.9
Baccalaureate degree major						
Professional fields	55.6	24.6	17.9	0.1	0.9	0.9
Business and management	54.6	26.0	17.3	0.0	0.9	1.2
Education	54.9	24.8	18.9	0.0	1.2	0.2
Engineering	61.2	21.8	15.1	0.2	0.0	1.7
Health professions	56.8	22.9	18.1	0.3	1.5	0.4
Public affairs/social services	51.7	23.9	22.3	0.0	1.4	0.7
Arts and sciences	51.9	34.3	12.7	0.0	0.4	0.7
Biological sciences	49.8	40.2	9.2	0.0	0.6	0.3
Mathematics and other sciences	55.6	28.2	15.3	0.0	0.1	0.8
Social science	56.5	31.6	11.2	0.0	0.5	0.1
History	48.6	41.0	9.9	0.0	0.5	0.0
Humanities	44.8	39.2	13.8	0.0	0.4	1.8
Psychology	54.6	29.6	15.4	0.0	0.3	0.2
Other	56.1	23.6	17.5	0.0	1.2	1.7
Age at postsecondary entry						
Under 20	55.6	28.4	14.3	0.0	0.8	0.8
20–24	39.8	16.1	41.9	0.3	0.5	1.6
25–29	39.2	20.1	37.2	0.0	0.0	3.4
30 or older	31.7	31.1	36.4	0.0	0.4	0.4
Ever taken remedial instruction						
Yes	53.1	21.8	23.2	0.1	1.3	0.5
No	54.2	28.3	15.7	0.0	0.8	1.0
Cumulative undergraduate GPA*						
Less than 3.0	59.6	22.9	16.2	0.0	0.7	0.6
3.0–3.49	54.3	29.0	14.9	0.0	0.9	0.9
3.5 or higher	47.7	31.5	18.7	0.0	0.9	1.3
Entrance examination score quartile						
Bottom 25%	60.0	22.7	16.1	0.0	1.0	0.3
Middle 50%	58.6	28.7	11.5	0.0	0.9	0.3
Top 25%	55.0	38.3	6.1	0.0	0.3	0.3
No exam taken or no score reported	45.4	23.4	27.8	0.1	0.9	2.5

*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

About half of first-time bachelor's degree recipients began their postsecondary education at a public 4-year institution (54 percent); another quarter started at a private, not-for profit 4-year institution (28 percent); 16 percent began at a public 2-year college; and the remainder began at other institutions (table 5).[8] Of those who began at a public 2-year college, 30 percent completed an associate's degree before earning a bachelor's degree (table 6).

Older entrants into postsecondary education were more likely than other bachelor's degree recipients to have begun in a public 2-year college. Graduates who began postsecondary education at age 20 or older were twice as likely as their younger counterparts to have begun at such institutions (36 to 42 percent of those who began postsecondary education at age 20 or older, compared with 14 percent of graduates who began at age 19 or younger) (table 5).

Institution of origin was also related to prior preparation. For example, graduates who reported that they had taken remedial instruction in college were more likely than those with no remedial coursework to have begun their postsecondary education in a public 2-year institution (23 versus 16 percent). Similarly, students who scored in the bottom quartile on entrance examinations were more likely than those scoring in the middle or upper quartiles to have begun in a public 2-year institution, while those who scored in the top quartile were more likely to have begun at a private, not-for-profit 4-year institution.

Despite the relationship between graduates' prior preparation and whether they began postsecondary education at a public 2-year institution, there was no systematic relationship between their grades at the degree-granting institution and whether they began at a public 2-year institution.[9] Among students who began postsecondary education at a 4-year institution, however, there was a relationship between college grades and whether they began at a public or at a private, not-for-profit institution: students whose cumulative GPA was 3.5 or higher were less likely than those with lower grades to have begun at a public institution, while those with GPAs below 3.0 were less likely than others to have begun at a private, not-for-profit institution.

Students who majored in the arts and sciences were more likely than those in other majors to have begun postsecondary education at a private, not-for-profit 4-year institution (34 percent versus about 24 percent of other majors), and were less likely than other majors to have begun in a public 2-year institution (13 percent versus 18 percent of other majors).

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[8]These figures change little when one excludes institutions attended only during the summer after high school and those attended only briefly (less than 3 months). For example, after implementing such a restriction, the number who began at public 2-year institutions drops to 15 percent, and the number who began at public 4-year institutions increases to 55 percent (U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System).

[9]This remains true after controlling for major: cumulative and major GPAs did not differ significantly for those who began postsecondary education in a public 2-year institution versus those who began in a 4-year institution. The one exception was for those who majored in public affairs/social services—in which case 2-year college entrants had higher cumulative GPAs (U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System).

Table 6—Percentage distribution of first-time bachelor's degree recipients according to prior attainment, by attendance characteristics: 1992–93

	None	Certificate	Associate's degree
Total	76.3	13.5	10.2
Number of institutions attended			
One	86.3	11.3	2.4
Two or more	67.3	15.5	17.2
First postsecondary institution			
Public			
4-year	81.1	13.8	5.1
2-year	56.2	14.4	29.5
Less-than-2-year	—	—	—
Private, not-for-profit			
4-year	84.5	11.1	4.3
Less-than-4-year	56.8	17.4	25.8
Private, for-profit	72.1	8.5	19.4

—Sample size too small for a reliable estimate.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Time to Degree Completion

The average number of years between high school graduation and completion of the bachelor's degree (an indirect measure of time to degree) has been increasing. The proportion of bachelor's degree completers graduating within 4 years after high school declined from 45 percent to 31 percent between 1977 and 1990, and the proportion completing their degrees more than 6 years after high school increased from 25 percent to 32 percent.[10]

Increases in the time to complete a bachelor's degree have been attributed to a number of factors. Between 1977 and 1990, the proportion of undergraduates attending part time grew from 37 percent to 42 percent.[11] This change in the composition of the student body has directly increased the average time to degree. Furthermore, as older students return to college and complete degrees in greater numbers, time to degree as measured from high

[10]*The Condition of Education, 1993* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1993): 26. Since this measure includes nonenrolled time between high school and entry into postsecondary education, at least some of the change is due to increased participation and completion by nontraditional students. In the early 1980s, in response to falling numbers of high school graduates, many colleges bolstered sagging enrollments by recruiting more adult students. Thus, it is possible that increases in the time between high school and college graduation do not signify increases in the amount of time actually required to complete the bachelor's degree.

[11]A. McCormick, S. Geis, and R. Vergun, *Profile of Part-Time Students in U.S. Postsecondary Education: 1989–90* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1994).

school graduation necessarily increases.[12] A recent analysis of two high school cohorts a decade apart suggests that increased time to degree is not solely due to more part-time or older students—it also reflects increased course taking. In analyzing postsecondary transcripts from the National Longitudinal Study of the High School Class of 1972 and the High School and Beyond Sophomore Cohort (most of whom completed high school in 1982), Adelman found the average number of credits earned by bachelor's degree completers rose from 126 to 139 credits between the two cohorts.[13] Other factors that have been cited as increasing time to degree include difficulty enrolling in required courses, as institutions have reduced course offerings in response to budget cuts; growing numbers of students who work while enrolled; increased rates of course withdrawal and noncredit repetition; and increased participation in remedial and developmental courses.[14]

Outcome measures and sample definition

Time to degree is measured in two ways in this report: time elapsed between high school graduation and bachelor's degree completion, and time elapsed between entry into postsecondary education and bachelor's degree completion. As measures of elapsed time, both may include periods of nonenrollment and should not be interpreted as direct measures of time in school. The first measure includes two types of nonenrolled periods: those occurring between high school graduation and entry into postsecondary education, and those occurring between postsecondary entry and college graduation (i.e., vacations and stopout periods). This measure is useful primarily because it affords comparisons to time series data from the Recent College Graduates surveys. The second measure includes only enrollment gaps occurring after entry into postsecondary education, and will be the focus for most of the analysis of time to degree.[15]

For the following analysis of time to degree, the sample was restricted to first-time bachelor's degree recipients: those graduates who did not hold any prior bachelor's or higher level degree. This restriction excluded about 6.6 percent of all 1992–93 bachelor's degree recipients. For analyses examining time between entry into postsecondary education and degree receipt, the sample was further restricted to exclude students with substantial periods between institutions when they were not enrolled. This restriction is explained in detail in the section "Interruptions in enrollment."

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[12]Between 1970 and 1991, the proportion of undergraduates age 25 or older grew from 28 to 45 percent. See S. Choy and M. Premo, *Profile of Older Undergraduates: 1989–90* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

[13]Clifford Adelman, *The New College Course Map and Transcript Files* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

[14]"Fewer Students Get Bachelor's Degrees in 4 Years, Study Finds," *Chronicle of Higher Education* (July 15, 1992): A29.

[15]In the 1991 Recent College Graduates survey (RCG:91), respondents were asked when they began work on their bachelor's degree. These data were reported in *The Condition of Education, 1993* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995), p. 26. This is not strictly comparable to the B&B measure of time from postsecondary entry to degree completion.

Timing of entry into postsecondary education

Among 1992–93 bachelor's degree recipients, 9 out of 10 began postsecondary education within 1 year of high school graduation. The remaining 10 percent were distributed roughly evenly over the following intervals between high school graduation and postsecondary enrollment: 1 to 2 years (3 percent), 2 to 5 years (3 percent), and 5 or more years (4 percent) (table 7).

Although public 2-year colleges serve a less traditional student population than 4-year institutions, the population of bachelor's degree recipients who began at such institutions included a large number of traditional students with respect to timing of entry into postsecondary education—79 percent entered college in the first year after high school.[16] This finding highlights the difference between the overall population of 2-year college students and the select group of 2-year college beginners who transfer to a 4-year institution and complete a bachelor's degree.

Nontraditional students (including older students who may have delayed their entry into postsecondary education, as well as students who return to college after an extended period out of school) are less likely to be represented among bachelor's degree completers for two reasons. First, they are less likely to be working toward a bachelor's degree at all. Second, among those intending to complete a bachelor's degree, nontraditional students are at greater risk for attrition, and thus are less represented among completers.[17] Nevertheless, those graduates who began at public 2-year colleges were less likely than others to have entered postsecondary education in the first year after high school: the comparable figure for 4-year institutions is 93 percent.

In addition to institution of origin, there were also differences in timing of postsecondary entry according to the institutions where bachelor's degree recipients received their degrees: those from doctorate-granting institutions were more likely than others to have begun postsecondary education within 1 year of high school (92 percent of graduates from doctoral institutions versus 86 to 88 percent of those from nondoctoral institutions).

Students with highly educated parents were more likely to enroll within 1 year of high school graduation than were students whose parents had less education. This reflects not only socioeconomic differences but also two other factors: graduates whose parents had lower educational attainment were more likely to be older, and older graduates were more likely to have delayed entry.[18]

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[16]By contrast, 48 percent of all students attending public 2-year institutions in 1992–93 began postsecondary education within a year of high school. See L. Horn and M. Premo, *Profile of Undergraduates in U.S. Postsecondary Institutions: 1992–93* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

[17]L. Berkner, S. Cuccaro-Alamin, and A. McCormick, *Descriptive Summary of 1989–90 Beginning Postsecondary Students: Five Years Later* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996). L. Horn, *A Study of Nontraditional Undergraduates* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

[18]U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table 7—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and enrollment characteristics: 1992–93

	Less than 1 year	At least 1, less than 2 years	At least 2, less than 5 years	5 years or more
Total	89.7	3.1	3.3	3.9
First postsecondary institution				
Public				
4-year	93.4	2.4	2.0	2.2
2-year	78.9	4.7	7.5	9.0
Less-than-2-year	—	—	—	—
Private, not-for-profit				
4-year	93.2	2.5	1.8	2.5
Less-than-4-year	96.6	0.0	2.6	0.7
Private, for-profit	82.8	4.8	4.1	8.4
Degree-granting institution				
Public 4-year				
Nondoctorate-granting	87.7	3.3	3.8	5.3
Doctorate-granting	91.8	2.9	2.7	2.5
Private, not-for-profit 4-year				
Nondoctorate-granting	85.5	3.6	4.9	6.0
Doctorate-granting	92.1	2.8	2.2	3.0
Other	88.0	3.5	4.9	3.6
Parents' educational attainment				
Less than high school	61.8	8.4	10.1	19.7
High school or equivalency	84.4	4.4	4.5	6.7
Some postsecondary education	91.3	2.9	3.1	2.8
Bachelor's degree	94.8	2.0	2.2	1.1
Advanced degree	95.5	2.3	1.6	0.6

—Sample size too small for a reliable estimate.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Time between high school graduation and bachelor's degree completion

As noted at the beginning of this section, analyses of RCG data have shown a substantial increase in time from high school graduation to bachelor's degree receipt between 1977 and 1990. Table 8 presents comparable B&B data for 1992–93 graduates, and a time series using both RCG and B&B data is presented in figure 4.

Thirty-one percent of 1992–93 bachelor's degree recipients earned the degree within 4 years of their high school graduation, and another 28 percent graduated between 4 and 5 years after finishing high school (figure 4). At the other extreme, 30 percent received their degree more than 6 years after finishing high school. These data are very similar to RCG figures from 1990, the last year for which comparable data are available.

As would be expected from the findings on delayed entry, time from high school graduation to degree receipt varied substantially according to students' point of entry into postsecondary education. Those who started at a private, not-for-profit 4-year institution were twice as likely as others to complete their degree within 4 years of high school graduation (57 percent versus not more than 27 percent of those who started at other types of institutions). By contrast, students who began in public 2-year institutions were more likely than those who began at 4-year institutions to complete their degree more than 10 years after high school. This reflects several factors that are especially common among 2-year college entrants: delayed entry, part-time attendance, and discontinuity of enrollment.[19]

Table 8—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and degree completion, by first postsecondary institution attended: 1992–93

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6, up to 10 years	More than 10 years
Total	31.1	27.6	11.2	12.7	17.4
First postsecondary institution					
Public					
4-year	27.1	35.9	13.2	12.2	11.7
2-year	11.9	21.6	14.8	22.3	29.4
Less-than-2-year	—	—	—	—	—
Private, not-for-profit					
4-year	56.7	20.3	6.1	6.4	10.6
Less-than-4-year	21.3	26.7	17.8	11.6	22.6
Private, for-profit	23.5	15.3	5.4	13.9	42.0

—Sample size too small for a reliable estimate.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Interruptions in enrollment

As previously noted, both measures of elapsed time to degree can include periods when students were not enrolled. By focusing the analysis on time from postsecondary entry to degree completion, the confounding effect of gaps between secondary and postsecondary education can be eliminated. Since the B&B data set includes starting and ending dates for each undergraduate institution attended, gaps in enrollment occurring between institutions can also be identified.[20]

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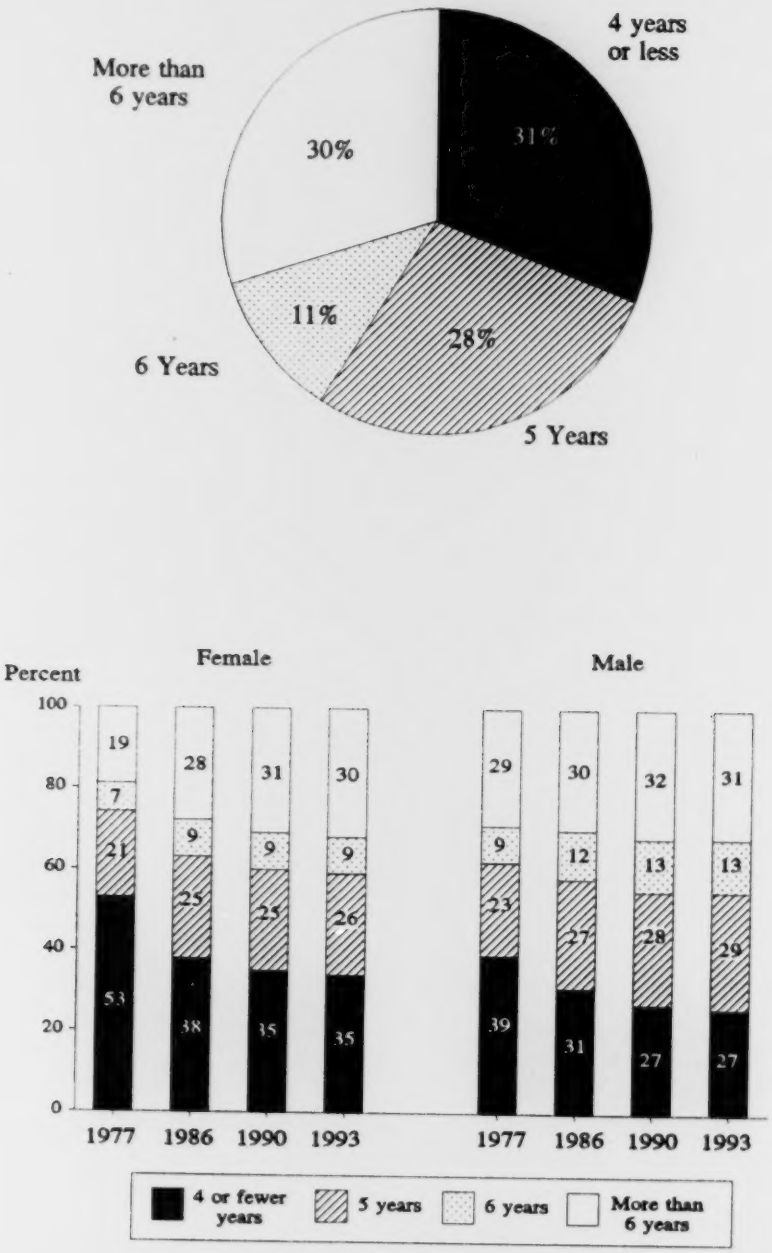
[19]L. Berkner, S. Cuccaro-Alamin, and A. McCormick, *Descriptive Summary of 1989–90 Beginning Postsecondary Students: Five Years Later* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

[20]Gaps in enrollment followed by a return to the same institutions cannot be identified because term-by-term attendance data for each institution attended are not available.

Figure 4—Percentage distribution of college graduates completing the baccalaureate degree within various years of graduating from high school: 1977, 1986, 1990, and 1993 graduates



SOURCE: Recent College Graduates surveys (1977, 1986, and 1990 graduates), and U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

For this analysis, transitions between institutions that included at least 4 consecutive months without enrollment were identified as periods of stopout between institutions. The total number of months of between-institution stopout was then calculated, allowing students with substantial gaps in enrollment between institutions to be identified.[21]

Between-institution stopout is only possible for students who attended more than one institution (53 percent of all first-time bachelor's degree recipients). Students who began postsecondary education at a less-than-4-year institution necessarily attended more than one institution before completing the bachelor's degree. Among students who began at a 4-year institution, 37 percent attended more than one institution before receiving their degree (table 9).

Table 9—Percentage distribution of first-time bachelor's degree recipients who began postsecondary education at a 4-year institution according to the number of institutions attended, by type of institution first attended: 1992–93

	One	Two or more
Total	63.1	36.9
First postsecondary institution		
Public	62.4	37.6
Private, not-for-profit	64.8	35.2
Private, for-profit	53.5	46.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Among all first-time bachelor's degree recipients, three-quarters had no gaps of 4 months or longer between institutions, and an additional 8 percent had one gap of 4 or 5 months (about 1 semester) between institutions (table 10). Among the more restricted group for whom between-institution stopout is possible (i.e., those who attended more than one institution), 52 percent had no gaps between institutions, and another 16 percent had a gap of 4 or 5 months (figure 5). At the other extreme, 19 percent of students who attended more than one institution had at least 2 years' worth of enrollment gaps between institutions (table 10).[22]

Students who delayed their initial entry into postsecondary education by 1 year or more were almost three times as likely to experience substantial interruptions in enrollment between institutions as well: 22 percent of delayed entrants had 2 years' worth of enrollment gaps between institutions, compared with 8 percent of those who began postsecondary education within 1 year of high school graduation.

[21]Students with no between-institution stopout may nevertheless have gaps in enrollment that were followed by a return to an institution previously attended.

[22]This could be a single gap of at least 2 years' duration, or a combination of shorter gaps between institutions.

Table 10—Percentage distribution of first-time bachelor's degree recipients according to total number of months stopped out between institutions, by selected student and enrollment characteristics: 1992–93

	No stopouts lasting 4 months or more[1]	4–5 months	6–23 months	24 months or more
Total	76.2	7.9	6.7	9.2
Time between high school graduation and postsecondary education				
Less than 1 year	78.2	7.9	6.1	7.8
One year or more	57.5	8.1	12.3	22.1
Number of institutions attended				
One	100.0	(2)	(2)	(2)
Two or more	51.7	16.0	13.6	18.7
Ever taken remedial instruction				
Yes	71.1	10.1	7.6	11.3
No	76.1	7.8	6.7	9.4
First postsecondary institution				
Public				
4-year	85.0	4.4	4.0	6.7
2-year	44.4	19.4	17.3	18.9
Less-than-2-year	—	—	—	—
Private, not-for-profit				
4-year	85.6	6.2	3.4	4.9
Less-than-4-year	38.6	26.4	15.6	19.5
Private, for-profit	51.3	0.9	21.6	26.3

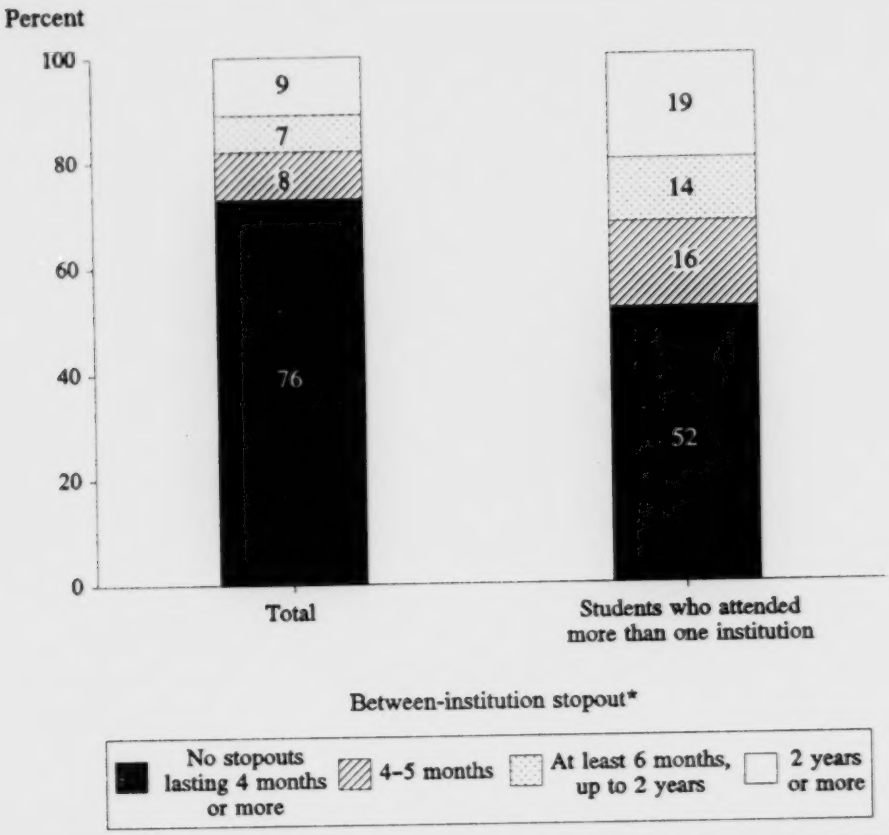
—Sample size too small for a reliable estimate.
[1]Includes all students who attended only one institution, as well as those who attended more than one institution but had no gaps of 4 months or longer between institutions.
[2]Not applicable.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Students who began postsecondary education at a 4-year institution were more likely than others to have progressed toward the degree without any periods of stopout between institutions (about 85 percent, versus 39 to 51 percent of others). This can partially be explained by the fact that many of those who began at a 4-year institution received their degree from the same institution, while others necessarily made a transition between institutions. Parallel to the findings for age at entry, students who began postsecondary education at a public 2-year institution were nearly three times as likely as those who began at a 4-year institution to have had at least 2 years' worth of enrollment interruption between institutions (19 percent versus 5 to 7 percent).

Figure 5—Between-institution stopout among first-time bachelor's degree recipients: 1992–93



*Total number of months stopped out between institutions, counting only gaps of at least 4 months' duration. "No stopouts lasting 4 months or more" includes all students who attended only one institution.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

The influence of between-institution stopout on elapsed time to degree can be seen in table 11. In particular, note the proportions of students completing their degrees more than 6 years after beginning postsecondary education. Overall, about one-quarter of bachelor's degree recipients took more than 6 years to complete their degree (26 percent). This is strongly related to between-institution stopout, however: about one out of eight students who had no substantial between-institution stopout took more than 6 years to complete their degree, compared with three-quarters of those whose between-institution stopout was 6 months or more. Clearly, a large number of those who stopped out for a total of 6 months or more interrupted their enrollment for an extended period.

Because between-institution stopout so strongly affects elapsed time to degree, the remainder of the analysis of time to degree will be restricted to first-time bachelor's degree recipients who had less than 6 months of stopout between institutions (about 85 percent of the total).

Table 11—Percentage distribution of first-time bachelor's degree recipients according to time between entry into postsecondary education and degree completion, by total number of months stopped out between institutions: 1992–93

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Total	35.5	27.9	11.0	25.6
Total months stopped out between institutions				
No stopouts lasting 4 months or more*	44.6	31.3	10.7	13.4
4–5 months	27.2	38.1	16.0	18.7
6 months or more	1.8	10.6	10.6	77.0

*Includes all students who attended only one institution, as well as those who attended more than one institution but had no gaps of 4 months or longer between institutions.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Time between entry into postsecondary education and bachelor's degree completion

This section examines time from postsecondary entry to degree completion for those 1992–93 first-time bachelor's degree recipients who had less than 6 months of stopout between institutions—that is, those for whom elapsed time to degree does not include large gaps between institutions. For simplicity, this group will hereafter be identified as "steady-progress graduates" or "steady-progress bachelor's degree recipients." Since this restriction pertains only to gaps between institutions, however, the reader should bear in mind that the steady-progress group may include students who had *within-institution* stopout periods (i.e., interruptions in enrollment followed by a return to the same institution).

Table 12 reports time to degree as a percentage distribution, while table 13 reports the average number of years to degree completion. This discussion is organized around the percentage distribution figures, with occasional reference to the averages. Overall, about 43 percent of steady-progress graduates completed their degree within 4 years of beginning postsecondary education. Another 32 percent took between 4 and 5 years to graduate, and 11 percent took from 5 to 6 years. The remaining 14 percent received their degree more than 6 years after they began postsecondary education.

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Table 12—Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Total	43.0	31.9	11.2	13.9
Gender				
Male	37.0	35.2	13.5	14.3
Female	48.1	29.1	9.2	13.6
Race–ethnicity				
American Indian/Alaskan Native	38.9	31.4	8.1	21.6
Asian/Pacific Islander	38.4	38.3	11.9	11.4
Black, non-Hispanic	31.7	32.6	17.4	18.4
Hispanic	27.7	34.3	15.0	23.0
White, non-Hispanic	44.9	31.3	10.5	13.2
Baccalaureate degree major				
Professional fields	37.2	35.3	11.4	16.1
Business and management	41.4	33.9	8.5	16.2
Education	38.5	35.2	11.2	15.1
Engineering	28.1	42.3	15.6	14.1
Health professions	29.0	34.1	17.3	19.7
Public affairs/social services	38.0	32.4	12.6	17.1
Arts and sciences	51.1	26.2	10.9	11.8
Biological sciences	57.4	22.2	9.0	11.5
Mathematics and other sciences	45.6	26.7	11.4	16.3
Social science	54.2	25.9	9.8	10.1
History	51.2	25.6	18.4	4.8
Humanities	49.0	26.6	12.8	11.5
Psychology	47.2	31.4	7.3	14.0
Other	43.0	34.2	11.1	11.7
Time between high school graduation and postsecondary education				
Less than 1 year	45.2	32.5	10.8	11.5
One year or more	17.0	24.0	16.5	42.6
Ever taken remedial instruction				
Yes	26.9	32.0	18.1	23.1
No	44.2	32.1	10.4	13.3
Cumulative undergraduate GPA*				
Less than 3.0	30.0	36.8	16.5	16.7
3.0–3.49	46.5	33.1	9.2	11.2
3.5 or higher	54.4	22.6	7.6	15.5
Total undergraduate debt				
Did not borrow	47.9	30.2	10.3	11.6
Less than $1,000	32.1	34.7	13.7	19.5
$1,000–4,999	35.5	34.9	11.2	18.4
$5,000–9,999	35.6	34.0	11.9	18.6
$10,000–19,999	40.0	32.4	13.5	14.2
$20,000 or more	42.6	36.8	8.7	12.0

Table 12—Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93—Continued

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Entrance examination score quartile				
Bottom 25%	35.3	39.7	13.0	12.0
Middle 50%	47.5	34.2	10.4	7.9
Top 25%	61.0	25.7	7.9	5.5
No exam taken or no score reported	27.6	27.6	13.7	31.1
Degree-granting institution				
Public 4-year	33.5	37.5	13.8	15.2
Nondoctorate-granting	28.8	37.4	15.6	18.2
Doctorate-granting	35.8	37.6	12.8	13.8
Private, not-for-profit 4-year	64.8	19.1	5.2	10.9
Nondoctorate-granting	63.0	19.0	4.8	13.3
Doctorate-granting	67.0	19.1	5.8	8.0
Other	28.9	9.6	16.1	17.2
First postsecondary institution				
Public				
4-year	35.2	39.0	13.0	12.9
2-year	23.5	31.4	18.7	26.5
Less-than-2-year	—	—	—	—
Private, not-for-profit				
4-year	67.0	18.9	4.6	9.6
Less-than-4-year	44.5	29.0	13.3	13.2
Private, for-profit	67.7	15.2	2.0	15.0
Number of institutions attended				
One	50.7	29.6	9.0	10.8
Two or more	31.4	35.4	14.6	18.7
Transfer of credit				
Began at sample institution or did not transfer credits	48.9	30.2	9.2	11.7
Began elsewhere and transferred credits				
Transferred less than 10% of credits	30.0	33.5	21.2	15.4
Transferred 10–25% of credits	27.5	46.1	14.3	12.0
Transferred 26–50% of credits	21.2	38.8	19.3	20.6
Transferred more than 50% of credits	20.9	31.9	16.5	30.7

—Sample size too small for a reliable estimate.
*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table 13—Among first-time bachelor's degree recipients with less than 6 months of stopout between institutions, average number of years between postsecondary entry and degree receipt according to type of degree-granting institution, by selected student and enrollment characteristics: 1992–93

	Total	Public 4-year	Private, not-for-profit 4-year	Other*
Total	5.2	5.3	5.0	5.2
Gender				
Male	5.2	5.3	4.9	5.1
Female	5.2	5.3	5.1	5.2
Time between high school graduation and postsecondary education				
Less than 1 year	5.0	5.2	4.6	5.1
One year or more	7.7	7.3	8.6	—
Ever taken remedial instruction				
Yes	6.1	6.4	5.2	—
No	5.2	5.3	5.0	5.2
Total undergraduate debt				
Did not borrow	5.1	5.1	5.0	5.5
Less than $1,000	5.6	5.7	—	—
$1,000–4,999	5.5	5.5	5.7	—
$5,000–9,999	5.5	5.4	5.7	—
$10,000–19,999	5.2	5.9	4.4	—
$20,000 or more	4.9	5.6	4.4	—
Number of institutions attended				
One	5.0	5.1	4.8	5.1
Two or more	5.6	5.7	5.5	5.3
Transfer of credit				
Began at sample institution or did not transfer credits	5.0	5.2	4.7	5.5
Began elsewhere and transferred credits				
Transferred less than 10% of credits	5.8	5.8	—	—
Transferred 10–25% of credits	5.0	5.0	5.1	—
Transferred 26–50% of credits	5.7	5.8	5.5	—
Transferred more than 50% of credits	6.6	6.3	7.8	—

—Sample size too small for a reliable estimate.
*Includes graduates of private, for-profit institutions and of institutions of unknown type (i.e., 1992–93 bachelor's degree recipients who were sampled from an institution other than the degree-granting one).

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Gender and race-ethnicity

Among steady-progress graduates, women were more likely than men to have completed their degree within 4 years (48 versus 37 percent). There was no gender difference with respect to completion after 6 years or average time to degree, however.[23]

The only racial-ethnic differences in 4-year completion rates among steady-progress graduates were between white, non-Hispanic graduates (45 percent) and both black, non-Hispanic and Hispanic graduates (32 percent and 28 percent, respectively).[24] With respect to completion in more than 6 years, the only difference was between white, non-Hispanic and Hispanic graduates (13 percent versus 23 percent).[25]

Timing of entry and preparation for college

Time to degree was related to both students' preparation for college and to when they began their postsecondary education. Steady-progress graduates who began their postsecondary education more than 1 year after high school were less likely than others to complete their degree within 4 years, and were almost three times as likely to take at least 6 years to do so (17 percent of delayed entrants graduated within 4 years, compared with 45 percent of those who did not delay; 43 percent of delayed entrants took more than 6 years to graduate, compared with 12 percent of those who did not delay). On average, delayed entrants took 7.7 years to complete their degree, compared with 5 years for those who did not delay entry into postsecondary education (table 13). This probably reflects both increases in part-time enrollment and in enrollment at less-than-4-year institutions among delayed entrants. (The relationship between institutions attended and time to degree is explored in the following section.)

Students who scored in the top quartile on college entrance examinations were much more likely than others to complete their degree in 4 years (61 percent who scored in the top quartile graduated in 4 years, compared with 35 to 48 percent of those who scored in the bottom and middle quartiles, respectively). A similar relationship existed with respect to college grades: students with higher GPAs were more likely than other students to graduate within 4 years.

Participation in remedial instruction was also related to time to degree: 23 percent of those who took remedial courses took more than 6 years to graduate, compared with 13 percent of those with no remedial coursework. As one might expect, an inverse pattern holds

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[23]This apparent contradiction is explained by the difference in average time to degree among men and women who took more than 6 years to complete the degree—10.3 years for men versus 12.0 years for women (U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System).

[24]Although the differences in 4-year completion rates among other groups reported in table 12 appear large, they are not statistically significant due to the standard errors associated with the estimates. See appendix A for details about procedures used to test for statistically significant differences.

[25]The difference between Asian/Pacific Islanders and American Indian/Alaskan Natives, though large, is not statistically significant.

with respect to completion within 4 years: 44 percent of those with no remediation graduated within 4 years, compared with 27 percent of those who had done remedial or developmental work. On average, students who had taken remedial instruction took about 1 year longer than other students to complete their degree (6.1 versus 5.2 years) (table 13). It is likely that this reflects a number of factors: that a large number of students in need of remediation began their postsecondary education at institutions where part-time study is more common, such as public 2-year institutions; that some students in need of remediation may have interrupted their enrollment and later returned to the same institution; and that remedial courses may have been noncredit courses.

Institutions attended

Steady-progress bachelor's degree recipients who began postsecondary education at a private, not-for-profit 4-year institution were much more likely than those who began at a public 2- or 4-year institution to complete their degree within 4 years (67 percent compared with 24 percent of public 2-year entrants and 35 percent of public 4-year entrants) (table 12). At the other extreme, steady-progress graduates who began at public 2-year institutions were more likely than those who started at 4-year institutions to take 6 or more years to complete their degree (27 percent of community college starters versus 10 to 13 percent of 4-year starters).

Matching the findings for institution of entry, steady-progress graduates of private, not-for-profit institutions were far more likely than graduates of public institutions to have received their degree within 4 years of starting postsecondary education (65 percent versus 34 percent) (table 12 and figure 6). This difference was also reflected with respect to longer completion times: graduation after more than 6 years was more common among steady-progress graduates of public institutions than among their counterparts from private, not-for-profit institutions. On average, steady-progress graduates of public institutions took 5.3 years to complete their degree, about 1 semester longer than graduates of private, not-for-profit institutions (table 13). A more direct estimate of time to degree at public and private, not-for-profit 4-year institutions is possible by comparing the average time to degree for graduates of each type of institution who attended only one institution. For this group, it took students in both types of institutions about 5 years to complete their degree.[26]

As noted earlier, half of all 1992–93 first-time bachelor's degree recipients attended more than one institution before completing their degree. Those who attended more than one institution include two groups of students: those who began at one institution and later entered the institution where they earned their degree (with or without a transfer of credits) and those who began at the institution where they earned a degree, but at some time enrolled elsewhere to participate in a special program or to complete needed credits.[27]

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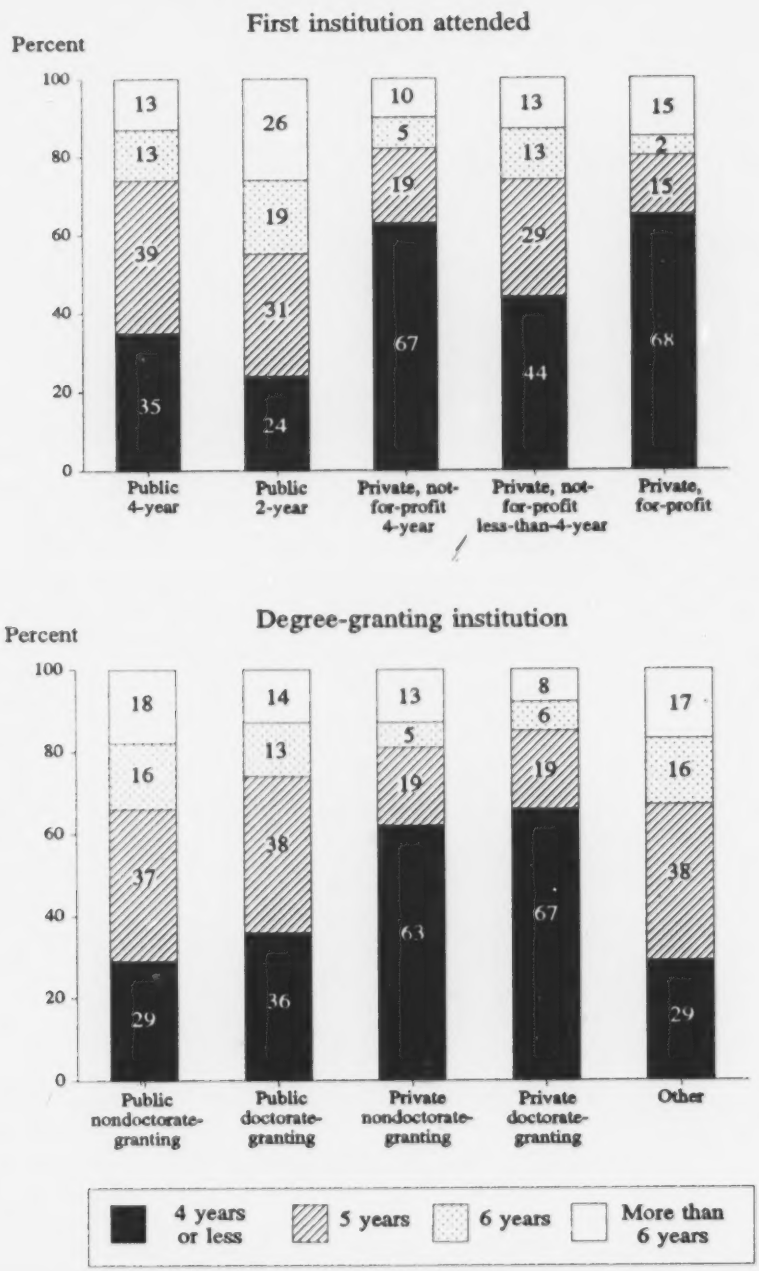
[26]While the average time to degree appears larger at public institutions, there is insufficient evidence that this reflects systematic differences in time to degree at the two types of institutions.

[27]See "Double Dippers," *The Chronicle of Higher Education* (August 4, 1995): A27. Three-quarters of those who attended more than one institution began their postsecondary education somewhere other than the sample institution (compendium table I.12).

Figure 6—Time from postsecondary entry to bachelor's degree for graduates with less than 6 months of stopout between institutions, by types of institutions attended: 1992–93



NOTE: Details may not sum to 100 percent due to rounding. The number of bachelor's degree recipients who began at public less-than-2-year institutions and had less than 6 months of between-institution stopout was too small to produce a reliable estimate of time to degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

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One-third of those who attended more than one institution completed a subbaccalaureate credential (16 percent completed an undergraduate certificate, and 17 percent completed an associate's degree) (table 6).

Attendance at more than one institution was strongly related to time to degree. Those who attended more than one institution were far less likely than those who attended a single institution to graduate within 4 years of postsecondary entry (31 percent versus 51 percent), and were more likely to take over 6 years to complete their degree (table 12). Moreover, this relationship persists after taking transfer of credit into account. Transcript data were used to identify the amount of credits transferred by students who began postsecondary education at some institution other than the one where they received their bachelor's degree. Even among steady-progress graduates, students who changed institutions and transferred credits were less likely than others to graduate within 4 years of beginning their postsecondary education.[28]

Major field of study

There were also differences in time to degree according to major field of study. For example, steady-progress graduates receiving degrees in the biological sciences were more likely than business, education, engineering, health professions, or public affairs/social services majors to complete their degree within 4 years (57 percent of biological science majors, compared with 28 to 41 percent of the other majors listed) (table 12). Majors in the health professions and in engineering were less likely than arts and sciences majors to complete within 4 years (28 percent of engineering and 29 percent of health professions majors, versus 51 percent of arts and sciences majors). Shorter completion times for biological science majors may reflect the presence of premedical students who may be especially motivated to advance to their professional training, while longer times for engineering majors may reflect the presence of students in 5-year programs.[29]

Debt

Time to degree may also be related to whether students borrowed to finance their undergraduate education. For example, students with unmet financial need who are unwilling to incur additional debt may enroll part time or interrupt their enrollment so they can work longer hours to increase their earnings. Steady-progress graduates who accumulated between $1,000 and $20,000 of debt were less likely than those with no debt to graduate within 4 years (35 to 40 percent versus 48 percent among those who did not borrow) (table 12). At the other extreme, those who borrowed between $1,000 and $10,000 were more likely than nonborrowers to take more than 6 years to complete their degree. Nonborrowers and those with lighter (less than $1,000) or heavier (more than $20,000) debt burdens did not differ

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[28]The comparison group includes all students who began postsecondary education at the sample institution (regardless of whether they transferred any credits), plus any students who began at a different institution but did not transfer any credits.

[29]The B&B data do not identify students who are enrolled in 5-year programs.

with respect to time to degree, nor were there differences among borrowers with different amounts of debt.[30]

Among steady-progress graduates of private, not-for-profit institutions (where costs and student debt burdens are highest), those who borrowed at least $10,000 averaged 4.4 years from postsecondary entry to degree completion, compared with 5.7 years for those who borrowed between $1,000 and $10,000 (table 13). Again, those with lower debt may have chosen to stop out or to attend part time to increase their earnings rather than take more loans to control their costs, lengthening the time required to complete their degree.[31]

Conclusion

The traditional notion of a bachelor's degree as a 4-year degree no longer matches the experience of the majority of bachelor's degree completers. Only 36 percent of 1992–93 bachelor's degree recipients completed their degree within 4 years of beginning postsecondary education. Even when one excludes students who took time out between institutions, less than half (45 percent) completed their degree within 4 years (table 11). A number of factors are clearly related to time to degree. Students who delayed their entry into postsecondary education took longer to complete their degree, as did those who began postsecondary education at a less-than-4-year institution. Attendance at more than one institution was also associated with increased time to degree, even after controlling for the proportion of total credits that were transferred. These findings may reflect part-time attendance and difficulties in sustaining continuous enrollment for students who have significant responsibilities that may conflict with their student role (e.g., family and career responsibilities).[32]

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[30]Although there appears to be a difference in time to degree between nonborrowers and those who borrowed less than $1,000, the latter is a very small group, and there is insufficient evidence that this reflects a systematic difference between the two groups.

[31]Recall that the steady-progress group can include students who interrupted their enrollment but returned to the same institution.

[32]The effect of part-time attendance could not be examined directly, since B&B data do not include data on enrollment status over the duration of postsecondary enrollment.

Table Compendium

Introduction to the Table Compendium

This table compendium contains four parts. These tables are included to enable the reader to examine variables of interest that may not have been discussed in the essay. However, the reader should not draw inferences from differences between estimates that are not discussed in the text, since such differences may not be statistically significant (see appendix B).

Part I contains detailed tables corresponding to the text tables that appear in the essay section of this report. Part II contains tables detailing labor market experiences of 1992–93 graduates in the year after they completed their degree, and part III presents tables detailing their postbaccalaureate enrollment. To give the reader an idea of the size of the subgroups presented as rows in the tables, part IV provides a table containing percentage distributions for all row variables that appear in this report. Unlike most tables in this report that present percentage distributions, table IV.1 presents column distributions; the distributions are provided both for all graduates and according to gender and race–ethnicity.

Time to Degree Tables

Table 1.1—Percentage distribution of bachelor's degree recipients according to gender and race-ethnicity, by selected student and enrollment characteristics: 1992–93

	Gender		Race-ethnicity				
	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total	45.3	54.7	0.6	4.9	6.1	5.1	83.3
Baccalaureate degree major							
Professional fields	44.8	55.2	0.6	4.4	6.3	4.8	84.0
Business and management	53.8	46.2	0.6	4.6	7.6	4.4	82.8
Education	21.4	78.6	0.6	2.0	3.8	4.4	89.2
Engineering	86.3	13.7	0.3	9.8	4.1	4.3	81.5
Health professions	25.3	74.7	0.7	4.2	6.4	5.6	83.1
Public affairs/social services	40.5	59.5	0.3	2.1	10.5	8.4	78.7
Arts and sciences	47.2	52.8	0.5	6.1	6.0	5.6	81.8
Biological sciences	51.9	48.1	0.3	8.2	6.7	5.9	78.9
Mathematics and other sciences	59.8	40.2	0.4	10.5	6.8	4.5	77.9
Social science	49.1	50.9	0.6	5.3	6.9	5.1	82.2
History	60.3	39.7	0.3	3.9	2.5	1.5	91.8
Humanities	40.6	59.4	0.7	5.4	4.6	6.4	82.9
Psychology	26.3	73.7	0.2	1.3	7.2	8.5	82.8
Other	42.7	57.3	0.8	4.0	6.0	4.7	84.7
Age at postsecondary entry							
Under 20	45.2	54.8	0.4	4.8	5.8	4.7	84.3
20–24	57.7	42.3	1.1	9.6	7.8	9.4	72.2
25–29	40.2	59.8	2.5	2.8	4.3	7.9	82.4
30 or older	22.1	77.9	1.1	0.5	12.9	9.2	76.3
Time between high school graduation and postsecondary education							
Less than 1 year	45.2	54.8	0.4	4.8	6.0	4.8	84.0
One year or more	46.4	53.6	1.1	5.2	7.3	7.6	78.8
Time from postsecondary entry to bachelor's degree							
4 years or less	39.4	60.6	0.4	5.0	4.3	3.3	87.0
More than 4, up to 5 years	49.5	50.5	0.4	6.1	6.1	5.2	82.2
More than 5, up to 6 years	55.2	44.8	0.3	5.8	8.4	6.0	79.5
More than 6 years	45.5	54.5	0.8	3.3	7.8	6.9	81.3
Age received bachelor's degree							
Under 23	40.4	59.6	0.3	4.6	5.7	3.6	85.8
23–24	54.9	45.1	0.3	7.1	5.4	5.7	81.5
25–29	55.4	44.6	0.8	4.2	6.3	8.2	80.5
30–39	41.1	58.9	1.4	4.0	8.0	6.7	79.8
40 or older	31.9	68.1	1.6	1.6	7.7	4.8	84.2
Ever taken remedial instruction							
Yes	38.9	61.1	1.6	6.4	11.3	6.9	73.8
No	46.2	53.8	0.5	4.8	5.6	4.9	84.2
Cumulative undergraduate GPA*							
Less than 3.0	55.2	44.8	0.5	4.6	11.3	6.2	77.5
3.0–3.49	45.7	54.3	0.6	5.7	5.0	4.9	83.9
3.5 or higher	35.2	64.8	0.6	3.7	2.4	3.8	89.4

Table I.1—Percentage distribution of bachelor's degree recipients according to gender and race-ethnicity, by selected student and enrollment characteristics: 1992-93—Continued

	Gender		Race-ethnicity				
	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Parents' educational attainment							
Less than high school	38.1	61.9	2.2	5.3	15.7	25.0	51.8
High school or equivalency	43.0	57.0	0.7	4.0	6.9	4.7	83.8
Some postsecondary education	44.1	55.9	0.6	4.9	6.5	4.8	83.2
Bachelor's degree	47.2	52.8	0.3	5.1	4.2	3.6	86.8
Advanced degree	48.0	52.1	0.3	5.0	4.6	3.0	87.1
Entrance examination score quartile							
Bottom 25%	40.7	59.3	0.5	2.7	12.5	6.4	77.9
Middle 50%	49.5	50.5	0.3	4.1	3.6	3.6	88.4
Top 25%	56.5	43.5	0.6	6.2	1.7	2.7	88.7
No exam taken or no score reported	37.3	62.7	0.8	6.3	8.1	7.3	77.6
Degree-granting institution							
Public	46.1	53.9	0.7	5.0	5.5	5.1	83.7
Private, not-for-profit	43.6	56.4	0.2	4.0	7.3	4.9	83.6
Private, for-profit	51.7	48.4	2.0	23.2	7.9	5.3	61.7
Employment/enrollment status April 1994							
Enrolled and employed	42.4	57.7	0.6	4.3	6.3	6.3	82.6
Enrolled not employed	52.9	47.1	0.2	8.0	4.6	4.7	82.6
Employed not enrolled	45.5	54.5	0.5	4.6	5.9	4.7	84.4
Neither employed nor enrolled	40.8	59.2	1.0	7.1	9.5	8.4	74.1

*Self-reported.

NOTE: Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.2—Percentage distribution of bachelor's degree recipients according to age when received bachelor's degree, by selected student and enrollment characteristics: 1992–93

	Under 23	23–24	25–29	30–39	40 or older
Total	47.0	24.7	12.4	10.0	6.0
Gender					
Male	41.9	29.8	15.1	9.0	4.2
Female	51.3	20.4	10.1	10.7	7.5
Race–ethnicity					
American Indian/Alaskan Native	27.5	12.9	18.0	24.3	17.4
Asian/Pacific Islander	44.0	35.4	10.6	8.2	1.9
Black, non-Hispanic	44.0	22.2	12.9	13.3	7.6
Hispanic	33.2	27.9	19.9	13.2	5.7
White, non-Hispanic	48.4	24.1	11.9	9.6	6.0
Baccalaureate degree major					
Professional fields	42.2	24.6	13.7	12.2	7.3
Business and management	44.1	22.2	14.5	12.8	6.5
Education	48.2	23.6	10.4	10.9	7.0
Engineering	40.4	34.1	14.4	9.6	1.5
Health professions	29.5	23.6	18.0	16.1	12.9
Public affairs/social services	38.5	28.7	11.2	9.6	12.1
Arts and sciences	53.5	23.5	11.0	7.8	4.2
Biological sciences	59.1	22.7	10.9	4.9	2.5
Mathematics and other sciences	48.7	21.9	14.5	13.5	1.5
Social science	57.9	25.2	9.3	4.6	2.9
History	52.5	25.8	7.2	7.3	7.2
Humanities	51.1	24.2	11.1	7.6	6.0
Psychology	49.5	19.5	11.8	11.5	7.8
Other	48.8	27.8	10.7	7.1	5.7
Time between high school graduation and postsecondary education					
Less than 1 year	52.3	26.4	10.8	6.9	3.6
One year or more	3.2	11.2	26.1	35.2	24.3
Age at postsecondary entry					
Under 20	51.5	26.6	11.1	7.2	3.7
20–24	0.9	8.7	40.6	37.5	12.3
25–29	0.0	0.0	7.0	62.4	30.6
30 or older	0.0	0.0	0.0	25.7	74.3
Time from postsecondary entry to bachelor's degree					
4 years or less	95.4	2.7	1.0	0.8	0.1
More than 4, up to 5 years	51.0	44.7	1.7	1.5	1.0
More than 5, up to 6 years	2.2	86.1	7.9	2.5	1.3
More than 6 years	0.2	8.2	39.4	32.4	19.8
Ever taken remedial instruction					
Yes	31.2	26.8	18.1	15.6	8.4
No	48.1	24.1	11.9	9.9	6.0
Cumulative undergraduate GPA*					
Less than 3.0	42.4	33.5	15.0	7.1	2.0
3.0–3.49	50.8	24.9	11.6	7.7	5.0
3.5 or higher	46.6	14.5	11.3	16.7	11.0

Table I.2—Percentage distribution of bachelor's degree recipients according to age when received bachelor's degree, by selected student and enrollment characteristics: 1992–93—Continued

	Under 23	23–24	25–29	30–39	40 or older
Parents' educational attainment					
Less than high school	16.9	18.8	16.6	19.6	28.1
High school or equivalency	35.9	25.1	15.0	14.8	9.3
Some postsecondary education	47.4	26.4	12.6	9.8	3.9
Bachelor's degree	53.3	27.0	9.7	7.2	2.7
Advanced degree	59.6	21.9	10.0	6.4	2.1
Entrance examination score quartile					
Bottom 25%	49.4	31.5	12.1	5.9	1.1
Middle 50%	57.3	28.1	9.0	4.2	1.4
Top 25%	69.2	19.3	7.1	3.3	1.2
No exam taken or no score reported	22.7	20.3	19.1	21.9	16.0
Degree-granting institution					
Public	43.1	29.0	13.8	9.3	4.9
Private, not-for-profit	56.0	14.9	9.4	11.3	8.3
Private, for-profit	34.4	34.5	12.4	10.2	8.6
Employment/enrollment status April 1994					
Enrolled and employed	51.7	22.1	9.8	9.6	6.9
Enrolled not employed	65.2	17.4	3.4	8.1	5.8
Employed not enrolled	45.2	25.9	13.4	9.9	5.6
Neither employed nor enrolled	39.3	22.9	15.5	13.6	8.7

*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.3—Percentage distribution of bachelor's degree recipients according to control and offering of awarding institution, by selected student and enrollment characteristics: 1992–93

	Public 4-year			Private, not-for-profit 4-year			
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	Other[1]
Total	65.2	23.2	42.0	31.4	17.9	13.4	3.5
Gender							
Male	66.2	21.0	45.2	30.1	16.1	14.0	3.6
Female	64.3	25.0	39.4	32.4	19.4	12.9	3.3
Race-ethnicity							
American Indian/Alaskan Native	81.8	42.8	39.0	12.1	10.0	2.1	6.1
Asian/Pacific Islander	62.8	15.3	47.5	25.4	8.1	17.4	11.8
Black, non-Hispanic	59.3	22.7	36.7	37.6	25.5	12.1	3.1
Hispanic	66.2	26.9	39.3	30.6	15.6	15.0	3.2
White, non-Hispanic	65.6	23.3	42.4	31.4	18.2	13.2	3.0
Baccalaureate degree major							
Professional fields	66.6	24.4	42.2	30.3	18.7	11.6	3.1
Business and management	60.8	23.4	37.4	35.8	25.2	10.6	3.4
Education	71.0	32.5	38.5	27.6	17.2	10.4	1.4
Engineering	76.2	12.7	63.4	19.6	2.4	17.2	4.2
Health professions	67.8	18.3	49.5	27.5	14.8	12.6	4.8
Public affairs/social services	67.9	34.9	33.0	30.4	20.3	10.2	1.7
Arts and sciences	62.0	20.9	41.1	34.9	18.0	16.8	3.2
Biological sciences	62.4	19.0	43.4	35.5	17.4	18.1	2.1
Mathematics and other sciences	64.9	25.0	40.0	29.9	16.7	13.2	5.2
Social science	66.6	19.4	47.1	32.4	16.0	16.4	1.0
History	53.9	20.9	33.0	43.8	21.3	22.4	2.4
Humanities	54.2	18.5	35.7	40.1	20.9	19.2	5.7
Psychology	68.5	26.3	42.2	30.5	17.4	13.1	0.9
Other	67.7	24.2	43.5	26.7	14.8	11.9	5.6
Time between high school graduation and postsecondary education							
Less than 1 year	65.7	22.6	43.1	30.9	17.1	13.9	3.3
One year or more	61.0	27.5	33.5	34.9	24.5	10.4	4.2
Age at postsecondary entry							
Under 20	65.8	22.6	43.2	30.8	17.2	13.6	3.4
20–24	62.0	24.5	37.6	34.0	22.9	11.1	4.0
25–29	62.0	29.8	32.2	34.1	23.5	10.6	3.9
30 or older	53.5	35.8	17.6	44.4	34.7	9.7	2.2
Time from postsecondary entry to bachelor's degree							
4 years or less	51.9	14.7	37.2	46.3	24.0	22.4	1.8
More than 4, up to 5 years	77.4	26.6	50.8	19.4	10.5	8.8	3.3
More than 5, up to 6 years	80.5	30.7	49.8	15.5	8.5	7.0	4.0
More than 6 years	64.1	28.3	35.8	31.6	21.8	9.9	4.3

Table I.3—Percentage distribution of bachelor's degree recipients according to control and offering of awarding institution, by selected student and enrollment characteristics: 1992–93—Continued

	Public 4-year			Private, not-for-profit 4-year			
	Total	Non-doctorate-granting	Doctorate-granting	Total	Non-doctorate-granting	Doctorate-granting	Other[1]
Age received bachelor's degree							
Under 23	60.4	17.8	42.6	37.4	19.3	18.1	2.3
23–24	76.2	27.3	49.0	19.1	10.8	8.3	4.7
25–29	71.8	29.7	42.1	23.3	14.0	9.3	4.9
30–39	60.9	25.8	35.1	35.1	25.3	9.9	4.0
40 or older	52.0	29.0	23.0	43.6	33.4	10.2	4.4
Ever taken remedial instruction							
Yes	71.3	33.7	37.6	26.0	16.8	9.2	2.7
No	64.5	22.2	42.3	31.8	18.0	13.8	3.7
First postsecondary institution							
Public							
4-year	91.1	30.4	60.7	5.8	3.8	2.0	3.0
2-year	74.5	31.5	43.0	20.7	13.5	7.2	4.8
Less-than-2-year	—	—	—	—	—	—	—
Private, not-for-profit							
4-year	13.4	4.3	9.0	85.9	46.2	39.7	0.8
Less-than-4-year	49.5	28.9	20.5	43.4	29.9	13.5	7.2
Private, for-profit	11.3	4.4	6.9	31.3	25.2	6.2	57.4
Cumulative undergraduate GPA[2]							
Less than 3.0	73.4	26.4	47.0	24.4	14.2	10.2	2.2
3.0–3.49	66.0	22.6	43.4	31.0	17.0	14.0	3.0
3.5 or higher	55.5	20.3	35.3	39.1	23.1	16.0	5.4
Parents' educational attainment							
Less than high school	61.8	31.8	30.0	35.5	25.8	9.7	2.7
High school or equivalency	68.0	27.7	40.4	28.2	18.1	10.1	3.8
Some postsecondary education	66.1	24.5	41.6	27.5	17.8	9.7	6.4
Bachelor's degree	66.2	20.2	46.0	31.7	15.7	16.0	2.1
Advanced degree	61.7	18.5	43.2	35.7	17.7	18.1	2.6
Entrance examination score quartile							
Bottom 25%	74.6	32.0	42.6	24.2	15.4	8.8	1.2
Middle 50%	67.9	20.1	47.8	29.2	15.6	13.6	2.9
Top 25%	60.5	12.0	48.5	37.6	14.6	23.0	1.9
No exam taken or no score reported	60.1	27.9	32.1	34.0	23.5	10.5	5.9
Employment/enrollment status April 1994							
Enrolled and employed	67.3	23.4	43.8	30.1	16.3	13.8	2.7
Enrolled not employed	60.9	16.8	44.2	36.1	15.9	20.2	3.0
Employed not enrolled	65.5	23.8	41.7	31.0	18.3	12.7	3.5
Neither employed nor enrolled	63.5	24.1	39.4	32.2	19.0	13.2	4.3

—Sample size too small for a reliable estimate.
[1]Includes graduates of private, for-profit institutions and of institutions of unknown type (i.e., 1992–93 bachelor's degree recipients who were sampled at a less-than-4-year institution in 1992–93).
[2]Self-reported.

NOTE: Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.4—Percentage distribution of first-time bachelor's degree recipients according to control and level of first institution attended, by selected student and enrollment characteristics: 1992–93

	Public 4-year	Private, not-for-profit 4-year	Public 2-year	Public less-than-2-year	Private, not-for-profit less-than-4-year	Private, for-profit
Total	54.4	27.9	16.0	0.0	0.8	0.9
Gender						
Male	56.2	27.1	15.2	0.0	0.6	0.8
Female	52.9	28.5	16.7	0.0	0.9	1.0
Race-ethnicity						
American Indian/Alaskan Native	56.3	17.5	25.1	0.0	1.2	0.0
Asian/Pacific Islander	58.8	24.4	15.8	0.0	0.0	1.1
Black, non-Hispanic	55.9	31.4	11.2	0.0	0.1	1.5
Hispanic	54.5	26.2	17.6	0.0	0.4	1.4
White, non-Hispanic	54.1	27.9	16.2	0.0	0.9	0.9
Baccalaureate degree major						
Professional fields	55.6	24.6	17.9	0.1	0.9	0.9
Business and management	54.6	26.0	17.3	0.0	0.9	1.2
Education	54.9	24.8	18.9	0.0	1.2	0.2
Engineering	61.2	21.8	15.1	0.2	0.0	1.7
Health professions	56.8	22.9	18.1	0.3	1.5	0.4
Public affairs/social services	51.7	23.9	22.3	0.0	1.4	0.7
Arts and sciences	51.9	34.3	12.7	0.0	0.4	0.7
Biological sciences	49.8	40.2	9.2	0.0	0.6	0.3
Mathematics and other sciences	55.6	28.2	15.3	0.0	0.1	0.8
Social science	56.5	31.6	11.2	0.0	0.5	0.1
History	48.6	41.0	9.9	0.0	0.5	0.0
Humanities	44.8	39.2	13.8	0.0	0.4	1.8
Psychology	54.6	29.6	15.4	0.0	0.3	0.2
Other	56.1	23.6	17.5	0.0	1.2	1.7
Time between high school graduation and postsecondary education						
Less than 1 year	55.8	28.6	13.9	0.0	0.8	0.8
One year or more	39.5	21.0	37.3	0.1	0.3	1.7
Age at postsecondary entry						
Under 20	55.6	28.4	14.3	0.0	0.8	0.8
20–24	39.8	16.1	41.9	0.3	0.5	1.6
25–29	39.2	20.1	37.2	0.0	0.0	3.4
30 or older	31.7	31.1	36.4	0.0	0.4	0.4
Time from postsecondary entry to bachelor's degree						
4 years or less	46.0	45.9	6.8	0.0	0.6	0.8
More than 4, up to 5 years	67.8	17.8	13.4	0.0	0.6	0.5
More than 5, up to 6 years	62.0	13.9	22.8	0.0	1.1	0.2
More than 6 years	47.7	18.0	31.3	0.1	1.1	1.8

Table I.4—Percentage distribution of first-time bachelor's degree recipients according to control and level of first institution attended, by selected student and enrollment characteristics: 1992–93—Continued

	Public 4-year	Private, not-for-profit 4-year	Public 2-year	Public less-than-2-year	Private, not-for-profit less-than-4-year	Private, for-profit
Age received bachelor's degree						
Under 23	52.8	37.5	8.2	0.0	0.8	0.8
23–24	64.6	17.6	16.7	0.0	0.7	0.4
25–29	50.0	15.8	32.5	0.2	0.7	1.0
30–39	45.5	16.8	33.7	0.2	1.3	2.7
40 or older	41.7	25.4	29.7	0.0	0.6	2.6
Ever taken remedial instruction						
Yes	53.1	21.8	23.2	0.1	1.3	0.5
No	54.2	28.3	15.7	0.0	0.8	1.0
Degree-granting institution						
Public	75.5	5.4	18.3	0.0	0.6	0.2
Nondoctorate-granting	71.8	5.0	22.1	0.0	0.9	0.2
Doctorate-granting	77.5	5.7	16.3	0.1	0.4	0.1
Private, not-for-profit	10.1	77.3	10.7	0.0	1.1	0.9
Nondoctorate-granting	11.7	73.4	12.2	0.0	1.4	1.3
Doctorate-granting	7.9	82.3	8.6	0.0	0.7	0.5
Other	52.0	6.3	21.3	0.0	2.0	18.3
Cumulative undergraduate GPA*						
Less than 3.0	59.6	22.9	16.2	0.0	0.7	0.6
3.0–3.49	54.3	29.0	14.9	0.0	0.9	0.9
3.5 or higher	47.7	31.5	18.7	0.0	0.9	1.3
Parents' educational attainment						
Less than high school	42.0	29.1	26.6	0.0	0.6	1.7
High school or equivalency	55.2	22.1	20.4	0.1	1.1	1.2
Some postsecondary education	55.9	22.9	19.3	0.0	0.6	1.4
Bachelor's degree	55.5	28.7	14.2	0.0	1.0	0.7
Advanced degree	53.9	35.8	9.3	0.0	0.6	0.4
Entrance examination score quartile						
Bottom 25%	60.0	22.7	16.1	0.0	1.0	0.3
Middle 50%	58.6	28.7	11.5	0.0	0.9	0.3
Top 25%	55.0	38.3	6.1	0.0	0.3	0.3
No exam taken or no score reported	45.4	23.4	27.8	0.1	0.9	2.5
Employment/enrollment status April 1994						
Enrolled and employed	55.1	29.6	13.4	0.0	1.1	0.8
Enrolled not employed	50.9	38.1	9.8	0.0	1.2	0.0
Employed not enrolled	54.6	26.5	17.0	0.0	0.8	1.0
Neither employed nor enrolled	52.9	30.2	15.8	0.0	0.2	0.9

*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.5—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and enrollment characteristics: 1992–93

	Less than 1 year	At least 1, less than 2 years	At least 2, less than 5 years	5 years or more
Total	89.7	3.1	3.3	3.9
Gender				
Male	89.2	3.3	4.4	3.1
Female	90.0	3.0	2.5	4.5
Race–ethnicity				
American Indian/Alaskan Native	81.0	0.0	6.4	12.7
Asian/Pacific Islander	89.7	3.4	5.7	1.3
Black, non-Hispanic	88.1	3.0	4.8	4.2
Hispanic	83.9	5.3	4.9	5.9
White, non-Hispanic	90.2	3.0	3.0	3.8
Baccalaureate degree major				
Professional fields	88.3	3.0	3.8	4.9
Business and management	88.1	2.8	4.7	4.4
Education	89.9	2.8	2.8	4.5
Engineering	91.4	2.9	2.5	3.2
Health professions	86.4	3.4	3.6	6.6
Public affairs/social services	82.4	4.6	3.6	9.5
Arts and sciences	91.0	3.4	2.9	2.7
Biological sciences	95.8	1.7	1.2	1.2
Mathematics and other sciences	90.2	2.8	5.3	1.7
Social science	92.7	3.1	2.4	1.9
History	90.6	3.0	3.6	2.8
Humanities	88.4	5.0	2.7	3.8
Psychology	89.0	3.6	2.2	5.2
Other	91.2	2.8	3.0	3.0
Time from postsecondary entry to bachelor's degree				
4 years or less	96.9	1.1	1.0	1.1
More than 4, up to 5 years	93.6	2.0	2.0	2.5
More than 5, up to 6 years	88.4	3.6	3.5	4.6
More than 6 years	76.1	7.1	8.0	8.9
Parents' educational attainment				
Less than high school	61.8	8.4	10.1	19.7
High school or equivalency	84.4	4.4	4.5	6.7
Some postsecondary education	91.3	2.9	3.1	2.8
Bachelor's degree	94.8	2.0	2.2	1.1
Advanced degree	95.5	2.3	1.6	0.6
Entrance examination score quartile				
Bottom 25%	93.7	3.1	1.9	1.2
Middle 50%	95.8	1.6	1.5	1.1
Top 25%	96.3	1.5	0.9	1.3
No exam taken or no score reported	76.9	5.8	7.5	9.8

Table I.5—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and postsecondary entry, by selected student and enrollment characteristics: 1992–93—Continued

	Less than 1 year	At least 1, less than 2 years	At least 2, less than 5 years	5 years or more
Degree-granting institution				
Public 4-year				
Nondoctorate-granting	87.7	3.3	3.8	5.3
Doctorate-granting	91.8	2.9	2.7	2.5
Private, not-for-profit 4-year				
Nondoctorate-granting	85.5	3.6	4.9	6.0
Doctorate-granting	92.1	2.8	2.2	3.0
Other	88.0	3.5	4.9	3.6
First postsecondary institution				
Public				
4-year	93.4	2.4	2.0	2.2
2-year	78.9	4.7	7.5	9.0
Less-than-2-year	—	—	—	—
Private, not-for-profit				
4-year	93.2	2.5	1.8	2.5
Less-than-4-year	96.6	0.0	2.6	0.7
Private, for-profit	82.8	4.8	4.1	8.4
Employment/enrollment status April 1994				
Enrolled and employed	91.6	2.4	2.5	3.6
Enrolled not employed	93.6	2.6	0.9	3.0
Employed not enrolled	89.3	3.2	3.6	3.9
Neither employed nor enrolled	86.3	4.6	4.1	5.1

—Sample size too small for a reliable estimate.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.6—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and enrollment characteristics: 1992–93

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6, up to 10 years	More than 10 years
Total	31.1	27.6	11.2	12.7	17.4
Gender					
Male	26.5	29.3	13.5	15.4	15.2
Female	34.8	26.2	9.3	10.5	19.2
Race–ethnicity					
American Indian/Alaskan Native	23.7	17.0	4.2	13.1	42.0
Asian/Pacific Islander	31.8	31.8	15.6	10.7	10.1
Black, non-Hispanic	21.1	27.9	13.9	14.8	22.3
Hispanic	19.4	25.6	14.0	21.9	19.2
White, non-Hispanic	32.4	27.6	10.6	12.1	17.2
Baccalaureate degree major					
Professional fields	25.4	29.0	11.1	13.3	21.1
Business and management	27.5	27.2	9.4	13.3	22.6
Education	28.0	30.9	10.5	12.1	18.5
Engineering	21.4	35.2	16.2	13.4	13.8
Health professions	18.0	26.2	12.7	15.1	28.1
Public affairs/social services	24.3	28.3	11.9	14.5	21.0
Arts and sciences	39.9	24.4	10.6	12.3	12.9
Biological sciences	47.7	22.7	11.7	6.8	11.1
Mathematics and other sciences	35.0	22.8	10.1	16.1	15.9
Social science	45.1	24.7	10.1	12.7	7.4
History	43.2	19.3	16.8	6.5	14.3
Humanities	34.3	26.0	11.0	14.1	14.6
Psychology	36.6	26.5	7.2	9.8	20.0
Other	29.9	30.3	13.3	11.7	14.7
Time between high school graduation and postsecondary education					
Less than 1 year	34.8	30.5	11.9	11.4	11.4
One year or more	0.1	3.3	6.0	24.1	66.5
Age at postsecondary entry					
Under 20	33.8	30.2	12.0	11.9	12.2
20–24	1.9	2.4	4.2	33.7	57.8
25–29	0.5	1.4	0.9	2.1	95.1
30 or older	5.3	0.2	2.2	3.0	89.3
Time from postsecondary entry to bachelor's degree					
4 years or less	87.7	10.1	0.5	0.8	0.9
More than 4, up to 5	0.0	86.5	8.6	2.4	2.5
More than 5, up to 6	0.0	0.0	78.8	16.3	4.8
More than 6 years	0.0	0.0	0.0	39.2	60.8
Age received bachelor's degree					
Under 22	63.1	35.2	1.4	0.3	0.0
23–24	1.8	42.4	41.6	14.2	0.0
25–29	0.1	0.7	1.0	75.2	23.0
30–39	1.1	0.3	0.4	1.1	97.1
40 or older	0.0	0.0	0.2	0.8	99.0

Table I.6—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and enrollment characteristics: 1992–93—Continued

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6, up to 10 years	More than 10 years
Ever taken remedial instruction					
Yes	17.2	24.1	14.2	17.2	27.3
No	32.1	27.9	10.6	12.4	17.1
Cumulative undergraduate GPA*					
Less than 3.0	21.8	33.1	16.8	17.8	10.5
3.0–3.49	35.1	29.1	9.9	11.7	14.3
3.5 or higher	35.0	19.1	6.8	9.3	29.8
Overall grades at NPSAS institution					
Mostly A's	31.6	16.2	7.3	8.3	36.5
A's and B's	38.1	23.4	7.6	10.1	20.8
Mostly B's	30.3	31.3	12.3	13.9	12.3
B's and C's	20.0	34.3	17.8	18.5	9.4
Mostly C's	11.4	35.9	23.6	20.1	8.9
C's and D's or below	27.1	36.3	13.8	14.0	8.9
Total undergraduate debt					
Did not borrow	36.3	29.0	10.6	9.4	14.7
Less than $1,000	22.0	30.3	7.3	17.7	22.8
$1,000–4,999	24.3	27.3	12.0	15.6	20.8
$5,000–9,999	23.1	26.5	11.8	17.7	20.9
$10,000–19,999	28.1	24.1	12.5	17.0	18.3
$20,000 or more	30.0	29.5	8.5	12.6	19.5
Parents' educational attainment					
Less than high school	11.4	13.4	9.2	16.3	49.7
High school or equivalency	20.5	26.1	11.9	15.4	26.2
Some postsecondary education	29.4	30.8	12.7	12.2	14.9
Bachelor's degree	37.8	29.0	11.2	11.3	10.6
Advanced degree	42.0	29.1	9.1	9.8	10.0
Entrance examination score quartile					
Bottom 25%	27.3	36.2	14.7	13.4	8.4
Middle 50%	37.7	32.8	12.0	11.0	6.5
Top 25%	51.1	27.4	8.3	7.6	5.6
No exam taken or no score reported	14.5	17.5	10.2	17.2	40.7
Degree-granting institution					
Public 4-year	23.7	32.5	13.7	14.5	15.5
Nondoctorate-granting	18.3	29.9	14.6	16.5	20.7
Doctorate-granting	26.8	34.0	13.3	13.3	12.6
Private, not-for-profit 4-year	47.6	17.6	5.8	8.4	20.6
Nondoctorate-granting	43.7	15.4	5.7	8.8	26.4
Doctorate-granting	52.7	20.4	5.9	8.0	13.1
Other	15.9	26.1	13.0	21.1	23.9

Table I.6—Percentage distribution of first-time bachelor's degree recipients according to time between high school graduation and degree completion, by selected student and enrollment characteristics: 1992–93—Continued

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6, up to 10 years	More than 10 years
First postsecondary institution					
Public					
4-year	27.1	35.9	13.2	12.2	11.7
2-year	11.9	21.6	14.8	22.3	29.4
Less-than-2-year	—	—	—	—	—
Private, not-for-profit					
4-year	56.7	20.3	6.1	6.4	10.6
Less-than-4-year	21.3	26.7	17.8	11.6	22.6
Private, for-profit	23.5	15.3	5.4	13.9	42.0
Employment/enrollment status April 1994					
Enrolled and employed	37.6	25.1	10.2	9.8	17.3
Enrolled not employed	52.2	23.5	6.5	4.5	13.3
Employed not enrolled	28.8	28.6	11.9	13.7	17.0
Neither employed nor enrolled	25.9	25.6	8.8	13.9	25.9

—Sample size too small for a reliable estimate.
*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.7—Percentage distribution of first-time bachelor's degree recipients according to total number of months stopped out between institutions, by selected student and enrollment characteristics: 1992–93

	No stopouts lasting 4 months or more[1]	4–5 months	6–11 months	12–23 months	24–35 months	36 months or more
Total	76.2	7.9	3.0	3.7	1.7	7.5
Time between high school graduation and postsecondary education						
Less than 1 year	78.2	7.9	2.6	3.5	1.4	6.4
One year or more	57.5	8.1	6.0	6.3	4.2	17.9
Time from postsecondary entry to bachelor's degree						
4 years or less	93.3	5.9	0.4	0.3	0.1	0.0
More than 4, up to 5 years	83.5	10.6	3.0	2.2	0.5	0.3
More than 5, up to 6 years	73.4	11.4	6.7	6.4	1.5	0.5
More than 6 years	42.7	6.2	5.0	9.6	5.6	30.9
Ever taken remedial instruction						
Yes	71.1	10.1	2.9	4.7	1.9	9.4
No	76.1	7.8	2.9	3.8	1.6	7.7
Number of institutions attended						
One	100.0	(2)	(2)	(2)	(2)	(2)
Two or more	51.7	16.0	6.0	7.6	3.4	15.3
Degree-granting institution						
Public 4-year	76.1	9.0	2.9	4.2	1.6	6.3
Nondoctorate-granting	69.8	9.9	3.7	5.5	2.4	8.7
Doctorate-granting	79.6	8.4	2.4	3.5	1.1	4.9
Private, not-for-profit 4-year	77.0	5.9	3.1	2.5	1.8	9.7
Nondoctorate-granting	74.1	5.6	3.8	3.0	1.9	11.6
Doctorate-granting	80.8	6.3	2.2	1.8	1.8	7.1
Other	70.5	5.8	2.7	7.0	1.3	12.7
First postsecondary institution						
Public						
4-year	85.0	4.4	1.4	2.6	0.9	5.7
2-year	44.4	19.4	8.5	8.8	3.9	15.1
Less-than-2-year	—	—	—	—	—	—
Private, not-for-profit						
4-year	85.6	6.2	1.6	1.8	1.3	3.7
Less-than-4-year	38.6	26.4	7.3	8.3	1.7	17.7
Private, for-profit	51.3	0.9	13.6	7.9	16.0	10.2

—Sample size too small for a reliable estimate.
[1]Includes all students who attended only one institution, as well as those who attended more than one institution but had no gaps of 4 months or longer between institutions.
[2]Not applicable.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.8—Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93

	4 years or less					
	Total	3.5 years or less	More than 3.5, up to 4 years	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Total	43.0	3.1	39.9	31.9	11.2	13.9
Gender						
Male	37.0	2.1	34.9	35.2	13.5	14.3
Female	48.1	4.0	44.1	29.1	9.2	13.6
Race–ethnicity						
American Indian/Alaskan Native	38.9	2.3	36.6	31.4	8.1	21.6
Asian/Pacific Islander	38.4	3.7	34.7	38.3	11.9	11.4
Black, non-Hispanic	31.7	2.0	29.7	32.6	17.4	18.4
Hispanic	27.7	3.2	24.5	34.3	15.0	23.0
White, non-Hispanic	44.9	3.2	41.7	31.3	10.5	13.2
Baccalaureate degree major						
Professional fields	37.2	2.6	34.6	35.3	11.4	16.1
Business and management	41.4	3.2	38.2	33.9	8.5	16.2
Education	38.5	2.3	36.2	35.2	11.2	15.1
Engineering	28.1	2.4	25.8	42.3	15.6	14.1
Health professions	29.0	1.1	27.9	34.1	17.3	19.7
Public affairs/social services	38.0	2.9	35.1	32.4	12.6	17.1
Arts and sciences	51.1	3.9	47.2	26.2	10.9	11.8
Biological sciences	57.4	3.0	54.3	22.2	9.0	11.5
Mathematics and other sciences	45.6	3.4	42.1	26.7	11.4	16.3
Social science	54.2	4.6	49.6	25.9	9.8	10.1
History	51.2	2.6	48.6	25.6	18.4	4.8
Humanities	49.0	4.0	45.1	26.6	12.8	11.5
Psychology	47.2	3.8	43.4	31.4	7.3	14.0
Other	43.0	3.2	39.8	34.2	11.1	11.7
Time between high school graduation and postsecondary education						
Less than 1 year	45.2	3.1	42.1	32.5	10.8	11.5
One year or more	17.0	3.6	13.4	24.0	16.5	42.6
Age at postsecondary entry						
Under 20	44.7	3.0	41.7	32.6	10.9	11.8
20–24	16.7	4.8	11.9	18.0	15.4	49.9
25–29	19.6	8.2	11.4	27.2	15.5	37.7
30 or older	13.2	0.8	12.5	30.4	15.7	40.6
Age received bachelor's degree						
Under 23	71.0	4.9	66.1	28.5	0.4	0.1
23–24	4.2	0.4	3.8	53.1	36.0	6.8
25–29	5.0	1.6	3.4	6.0	10.0	78.9
30–39	5.6	1.0	4.6	8.8	5.3	80.3
40 or older	1.7	0.5	1.2	13.7	7.0	77.6

Table I.8—Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93—Continued

	4 years or less					
	Total	3.5 years or less	More than 3.5, up to 4 years	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Ever taken remedial instruction						
Yes	26.9	2.4	24.5	32.0	18.1	23.1
No	44.2	3.1	41.1	32.1	10.4	13.3
Cumulative undergraduate GPA*						
Less than 3.0	30.0	1.5	28.4	36.8	16.5	16.7
3.0–3.49	46.5	3.1	43.3	33.1	9.2	11.2
3.5 or higher	54.4	5.4	49.0	22.6	7.6	15.5
Overall grades at NPSAS institution						
Mostly A's	52.5	4.8	47.7	20.1	7.9	19.6
A's and B's	53.0	4.7	48.2	28.0	7.5	11.6
Mostly B's	40.8	2.6	38.2	34.8	11.8	12.6
B's and C's	27.2	1.2	25.9	37.7	17.3	17.8
Mostly C's	19.4	0.0	19.4	35.6	24.1	20.9
C's and D's or below	33.2	0.0	33.2	44.5	8.8	13.5
Total undergraduate debt						
Did not borrow	47.9	3.6	44.4	30.2	10.3	11.6
Less than $1,000	32.1	3.2	28.9	34.7	13.7	19.5
$1,000–4,999	35.5	2.9	32.6	34.9	11.2	18.4
$5,000–9,999	35.6	3.7	31.9	34.0	11.9	18.6
$10,000–19,999	40.0	2.0	38.0	32.4	13.5	14.2
$20,000 or more	42.6	1.3	41.3	36.8	8.7	12.0
Parents' educational attainment						
Less than high school	22.9	2.6	20.4	26.2	14.8	36.1
High school or equivalency	33.3	2.5	30.8	33.7	13.6	19.4
Some postsecondary education	39.7	3.5	36.2	35.5	11.7	13.1
Bachelor's degree	48.6	3.5	45.1	30.6	11.6	9.2
Advanced degree	53.3	3.2	50.0	29.5	7.6	9.6
Entrance examination score quartile						
Bottom 25%	35.3	2.9	32.4	39.7	13.0	12.0
Middle 50%	47.5	2.8	44.8	34.2	10.4	7.9
Top 25%	61.0	5.1	55.9	25.7	7.9	5.5
No exam taken or no score reported	27.6	2.5	25.2	27.6	13.7	31.1
Degree-granting institution						
Public 4-year	33.5	3.0	30.5	37.5	13.8	15.2
Nondoctorate-granting	28.8	3.0	25.9	37.4	15.6	18.2
Doctorate-granting	35.8	3.1	32.8	37.6	12.8	13.8
Private, not-for-profit 4-year	64.8	2.8	62.1	19.1	5.2	10.9
Nondoctorate-granting	63.0	2.2	60.8	19.0	4.8	13.3
Doctorate-granting	67.0	3.4	63.6	19.1	5.8	8.0
Other	28.9	9.6	19.3	37.8	16.1	17.2

Table I.8—Percentage distribution of first-time bachelor's degree recipients with less than 6 months of stopout between institutions according to time between entry into postsecondary education and degree completion, by selected student and enrollment characteristics: 1992–93—Continued

	4 years or less					
	Total	3.5 years or less	More than 3.5, up to 4 years	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
First postsecondary institution						
Public						
4-year	35.2	3.1	32.0	39.0	13.0	12.9
2-year	23.5	2.3	21.2	31.4	18.7	26.5
Less-than-2-year	—	—	—	—	—	—
Private, not-for-profit						
4-year	67.0	2.9	64.1	18.9	4.6	9.6
Less-than-4-year	44.5	0.0	44.5	29.0	13.3	13.2
Private, for-profit	67.7	46.1	21.6	15.2	2.0	15.0
Number of institutions attended						
One	50.7	3.4	47.3	29.6	9.0	10.8
Two or more	31.4	2.7	28.7	35.4	14.6	18.7
Began postsecondary education at sample institution						
Began elsewhere	23.6	2.1	21.5	37.5	17.9	21.0
Began at sample institution	49.7	3.5	46.2	30.0	8.9	11.5
Transfer of credit						
Began at sample institution or did not transfer credits	48.9	3.4	45.5	30.2	9.2	11.7
Began elsewhere						
Transferred less than 10% of credits	30.0	2.0	28.0	33.5	21.2	15.4
Transferred 10–25% of credits	27.5	2.1	25.4	46.1	14.3	12.0
Transferred 26–50% of credits	21.2	2.0	19.2	38.8	19.3	20.6
Transferred more than 50% of credits	20.9	1.9	19.0	31.9	16.5	30.7
Employment/enrollment status April 1994						
Enrolled and employed	49.0	4.7	44.3	29.3	10.6	11.1
Enrolled not employed	65.7	4.3	61.4	24.0	4.4	5.9
Employed not enrolled	40.4	2.7	37.6	33.1	12.1	14.5
Neither employed nor enrolled	39.0	4.6	34.4	31.9	8.8	20.3

—Sample size too small for a reliable estimate.
*Self-reported.

NOTE: Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

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Table I.9—Among 1992–93 bachelor's degree recipients with less than 6 months of stopout between institutions, average number of years between postsecondary entry and degree receipt according to type of degree-granting institution, by selected student and enrollment characteristics: 1992–93

	Total	Public 4-year	Private, not-for-profit 4-year	Other[1]
Total	5.2	5.3	5.0	5.2
Gender				
Male	5.2	5.3	4.9	5.1
Female	5.2	5.3	5.1	5.2
Race–ethnicity				
American Indian/Alaskan Native	5.1	5.1	—	—
Asian/Pacific Islander	4.9	5.3	4.2	—
Black, non-Hispanic	5.7	5.9	5.4	—
Hispanic	5.8	5.7	6.0	—
White, non-Hispanic	5.2	5.3	5.0	5.4
Baccalaureate degree major				
Professional fields	5.4	5.5	5.3	5.5
Business and management	5.3	5.2	5.7	—
Education	5.4	5.5	5.1	—
Engineering	5.2	5.5	4.3	—
Health professions	6.0	6.2	5.4	—
Public affairs/social services	5.4	5.9	4.4	—
Arts and sciences	5.0	5.1	4.7	5.3
Biological sciences	4.8	5.3	4.0	—
Mathematics and other sciences	5.3	5.6	4.7	—
Social science	4.8	5.0	4.5	—
History	4.6	4.8	4.4	—
Humanities	4.9	5.0	4.8	—
Psychology	5.3	5.0	6.0	—
Other	5.2	5.3	4.9	—
Time between high school graduation and postsecondary education				
Less than 1 year	5.0	5.2	4.6	5.1
One year or more	7.7	7.3	8.6	—
Age at postsecondary entry				
Under 20	5.0	5.2	4.7	5.1
20–24	8.1	7.9	8.8	—
25–29	7.6	7.3	—	—
30 or older	7.2	7.2	7.4	—
Age received bachelor's degree				
Under 23	3.9	4.0	3.8	3.8
23–24	5.1	5.1	5.0	4.9
25–29	7.4	7.5	7.3	—
30–39	12.3	12.4	12.2	—
40 or older	17.5	17.6	17.3	—
Ever taken remedial instruction				
Yes	6.1	6.4	5.2	—
No	5.2	5.3	5.0	5.2

Table I.9—Among 1992–93 bachelor's degree recipients with less than 6 months of stopout between institutions, average number of years between postsecondary entry and degree receipt according to type of degree-granting institution, by selected student and enrollment characteristics: 1992–93—Continued

	Total	Public 4-year	Private, not-for-profit 4-year	Other[1]
Cumulative undergraduate GPA[2]				
Less than 3.0	5.3	5.5	4.9	4.9
3.0–3.49	5.0	5.1	4.6	5.2
3.5 or higher	5.6	5.5	5.6	5.4
Overall grades at NPSAS institution				
Mostly A's	6.0	5.8	6.2	—
A's and B's	5.2	5.3	5.0	5.4
Mostly B's	5.0	5.2	4.5	5.1
B's and C's	5.4	5.5	5.2	—
Mostly C's	5.5	5.9	4.7	—
C's and D's or below	5.2	—	—	—
Total undergraduate debt				
Did not borrow	5.1	5.1	5.0	5.5
Less than $1,000	5.6	5.7	—	—
$1,000–4,999	5.5	5.5	5.7	—
$5,000–9,999	5.5	5.4	5.7	—
$10,000–19,999	5.2	5.9	4.4	—
$20,000 or more	4.9	5.6	4.4	—
Parents' educational attainment				
Less than high school	7.7	7.2	8.6	—
High school or equivalency	5.7	5.7	5.7	5.3
Some postsecondary education	5.1	5.2	5.0	4.7
Bachelor's degree	4.9	5.0	4.5	4.9
Advanced degree	4.8	5.0	4.3	—
Entrance examination score quartile				
Bottom 25%	5.0	5.0	4.8	—
Middle 50%	4.6	4.7	4.2	5.1
Top 25%	4.4	4.6	4.1	—
No exam taken or no score reported	7.0	7.1	7.1	5.3
Degree-granting institution				
Nondoctorate-granting	5.5	5.6	5.3	—
Doctorate-granting	5.1	5.2	4.7	—
Other	5.2	—	—	5.2
First postsecondary institution				
Public				
4-year	5.2	5.2	5.3	5.3
2-year	6.2	6.0	7.0	—
Less-than-2-year	—	—	—	—
Private, not-for-profit				
4-year	4.9	5.8	4.8	—
Less-than-4-year	4.8	—	—	—
Private, for-profit	4.8	—	—	—

Table I.9—Among 1992–93 bachelor's degree recipients with less than 6 months of stopout between institutions, average number of years between postsecondary entry and degree receipt according to type of degree-granting institution, by selected student and enrollment characteristics: 1992–93—Continued

	Total	Public 4-year	Private, not-for-profit 4-year	Other[1]
Number of institutions attended				
One	5.0	5.1	4.8	5.1
Two or more	5.6	5.7	5.5	5.3
Began postsecondary education at sample institution				
Began elsewhere	5.8	5.8	5.9	5.2
Began at sample institution	5.0	5.2	4.8	5.2
Transfer of credit				
Began at sample institution or did not transfer credits	5.0	5.2	4.7	5.5
Began elsewhere				
Transferred less than 10% of credits	5.8	5.8	—	—
Transferred 10–25% of credits	5.0	5.0	5.1	—
Transferred 26–50% of credits	5.7	5.8	5.5	—
Transferred more than 50% of credits	6.6	6.3	7.8	—
Employment/enrollment status April 1994				
Enrolled and employed	5.0	4.9	5.1	—
Enrolled not employed	4.7	5.1	4.1	—
Employed not enrolled	5.2	5.3	5.0	5.0
Neither employed nor enrolled	6.0	6.3	5.6	—

—Sample size too small for a reliable estimate.
[1]Includes graduates of private, for-profit institutions and of institutions of unknown type (i.e., 1992–93 bachelor's degree recipients who were sampled from an institution other than the degree-granting one).
[2]Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.10—Percentage distribution of bachelor's degree recipients according to undergraduate major and selected characteristics: 1992–93

	Business and management	Education	Engineering	Health professions	Public affairs/ social services	Biological sciences	Mathematics and other sciences	Social science	History	Humanities	Psychology	Other
Total	22.0	12.8	6.3	7.3	3.4	4.5	5.7	9.5	1.8	9.3	3.6	13.8
Gender												
Male	26.1	6.1	11.9	4.1	3.0	5.1	7.6	10.3	2.4	8.4	2.1	13.0
Female	18.6	18.4	1.6	10.0	3.7	3.9	4.2	8.9	1.3	10.1	4.9	14.4
Race–ethnicity												
American Indian/Alaskan Native	24.7	12.6	3.2	9.6	1.8	2.5	3.8	10.2	0.9	11.1	1.1	18.6
Asian/Pacific Islander	20.8	5.2	12.6	6.3	1.5	7.4	12.2	10.3	1.4	10.2	0.9	11.2
Black, non-Hispanic	27.1	8.1	4.2	7.7	5.8	4.9	6.3	10.6	0.7	7.0	4.3	13.4
Hispanic	18.8	11.3	5.3	8.1	5.6	5.2	5.1	9.6	0.5	11.7	6.1	12.8
White, non-Hispanic	21.8	13.8	6.1	7.3	3.2	4.2	5.4	9.4	2.0	9.2	3.6	14.0
Time between high school graduation and postsecondary education												
Less than 1 year	21.5	12.8	6.4	7.1	3.1	4.8	5.8	9.9	1.9	9.2	3.6	13.9
One year or more	25.8	12.8	5.1	9.5	5.7	1.8	5.4	6.7	1.6	10.3	3.8	11.6
Age at postsecondary entry												
Under 20	21.5	12.8	6.3	7.0	3.2	4.7	5.8	9.9	1.8	9.4	3.6	14.0
20–24	28.0	10.1	7.6	11.8	3.8	1.4	7.0	7.1	1.7	8.2	2.9	10.3
25–29	29.5	15.2	5.8	9.4	5.1	1.7	2.9	3.5	0.4	11.1	6.5	8.9
30 or older	16.7	18.9	0.8	13.8	12.7	2.3	2.4	6.5	2.4	6.0	7.7	9.8
Time from postsecondary entry to bachelor's degree												
4 years or less	19.9	11.4	4.4	4.0	3.1	6.6	6.5	13.5	2.1	10.6	4.1	13.7
More than 4, up to 5 years	22.5	13.9	8.5	6.2	3.6	3.3	4.8	8.7	1.4	8.1	3.6	15.2
More than 5, up to 6 years	17.2	12.7	8.8	8.2	3.7	4.2	5.5	9.3	2.8	10.6	2.4	14.7
More than 6 years	28.0	12.9	5.6	9.9	3.6	2.9	6.1	5.8	1.2	8.3	3.7	12.1
Age received bachelor's degree												
22 or younger	20.5	13.1	5.4	4.6	2.8	5.6	6.0	11.8	2.0	10.1	3.8	14.3
23–24	19.8	12.2	8.7	7.0	4.0	4.1	5.1	9.8	1.9	9.1	2.9	15.5
25–29	25.6	10.8	7.3	10.7	3.1	3.9	6.7	7.2	1.0	8.3	3.5	11.9
30–39	28.1	13.9	6.1	11.9	3.3	2.2	7.8	4.4	1.3	7.0	4.2	9.8
40 or older	23.8	14.9	1.6	15.8	6.9	1.9	1.4	4.6	2.2	9.3	4.7	13.0
Ever taken remedial instruction												
Yes	18.0	14.9	4.3	7.4	4.7	3.3	4.4	9.0	1.8	8.5	4.4	19.3
No	23.2	12.9	6.5	7.4	3.0	4.5	6.0	9.4	1.8	8.9	3.4	13.0

Table I.10—Percentage distribution of bachelor's degree recipients according to undergraduate major and selected characteristics: 1992–93—Continued

	Business and management	Education	Engineering	Health professions	Public affairs/ social services	Biological sciences	Mathematics and other sciences	Social science	History	Humanities	Psychology	Other
Cumulative undergraduate GPA*												
Less than 3.0	24.7	9.5	7.3	5.5	4.1	4.0	6.2	11.3	1.3	6.8	3.7	15.5
3.0–3.49	21.1	13.8	6.7	7.2	3.0	4.7	5.6	9.3	1.8	9.5	3.2	14.1
3.5 or higher	21.1	14.8	4.6	9.8	3.2	4.5	5.4	8.1	2.3	11.2	4.1	10.9
Undergraduate major GPA*												
Less than 3.0	28.4	8.2	8.8	6.2	3.2	5.1	5.9	10.2	1.4	5.1	3.4	14.1
3.0–3.49	22.4	10.7	7.0	6.9	3.2	4.6	6.1	10.1	1.5	8.7	3.5	15.2
3.5 or higher	20.0	16.6	4.6	8.6	3.5	4.0	5.2	8.8	2.2	11.2	3.7	11.5
Overall grades at NPSAS institution												
Mostly A's	20.7	15.2	4.6	9.5	3.1	4.3	4.5	7.6	3.2	11.2	4.0	12.1
A's and B's	22.3	14.4	5.6	8.6	2.9	5.0	5.7	9.0	1.7	9.9	3.5	11.3
Mostly B's	21.4	12.6	6.3	7.5	3.4	4.3	5.9	9.7	1.6	8.8	3.4	15.1
B's and C's	25.0	9.0	9.2	3.1	4.2	3.5	6.1	11.1	1.7	6.6	3.9	16.6
Mostly C's	21.9	3.5	8.5	2.3	7.0	3.6	6.9	13.8	1.1	8.4	4.0	19.0
C's and D's or below	27.8	8.4	0.0	5.8	0.0	9.8	10.3	12.0	0.0	13.1	4.0	8.8
Overall grades in undergraduate major												
Mostly A's	18.4	17.2	3.9	8.3	3.7	3.3	5.2	7.9	2.5	13.2	4.6	11.8
A's and B's	21.5	14.7	5.7	8.0	3.3	4.6	5.5	10.1	2.1	8.9	3.0	12.5
Mostly B's	22.8	10.3	7.2	7.3	3.2	4.8	6.2	9.8	1.3	7.9	3.5	15.9
B's and C's	30.6	6.1	10.6	3.6	3.3	5.3	4.7	11.2	1.6	5.6	3.0	14.3
Mostly C's	21.2	7.6	16.2	8.3	4.5	4.3	6.8	8.1	1.6	3.8	3.9	13.7
C's and D's or below	25.8	7.0	0.0	5.9	0.0	7.8	18.2	12.1	0.0	11.0	4.0	8.1
Total undergraduate debt												
Did not borrow	23.2	11.6	5.6	6.9	3.2	4.0	5.6	10.5	2.0	10.2	3.6	13.6
Less than $1,000	20.3	11.1	10.2	8.6	4.3	2.7	9.2	9.2	3.0	4.1	3.6	13.7
$1,000–4,999	22.3	12.7	6.6	6.2	4.2	5.6	6.3	7.9	1.9	7.8	4.3	14.3
$5,000–9,999	21.5	15.6	7.0	5.2	3.0	5.0	5.3	7.7	1.7	8.2	3.7	16.1
$10,000–19,999	17.3	14.4	6.8	10.0	4.2	5.3	5.7	9.4	1.6	9.3	2.8	13.1
$20,000 or more	22.0	12.2	8.9	12.8	2.4	3.3	5.1	7.9	1.1	8.8	3.7	11.8
Parents' educational attainment												
Less than high school	26.8	13.0	4.6	9.0	6.1	3.9	4.2	9.1	2.0	9.2	4.9	7.3
High school or equivalency	26.9	14.9	4.8	8.3	4.1	3.7	5.4	7.0	1.7	6.5	3.9	12.9
Some postsecondary education	23.9	11.5	6.6	8.3	4.2	3.9	5.4	8.3	1.8	8.4	3.3	14.4
Bachelor's degree	19.7	12.7	8.1	7.1	2.5	4.2	5.4	9.9	1.2	9.8	3.4	15.8
Advanced degree	17.4	11.8	6.7	6.1	1.9	5.7	7.1	12.5	2.6	11.8	3.1	13.3

Table I.10—Percentage distribution of bachelor's degree recipients according to undergraduate major and selected characteristics: 1992–93—Continued

	Business and management	Education	Engineering	Health professions	Public affairs/ social services	Biological sciences	Mathematics and other sciences	Social science	History	Humanities	Psychology	Other
Entrance examination score quartile												
Bottom 25%	23.6	17.7	3.6	6.9	5.3	2.7	3.7	8.1	0.9	6.9	4.6	16.0
Middle 50%	22.4	12.9	6.6	6.3	2.6	4.4	5.5	10.8	1.8	9.2	3.1	14.6
Top 25%	15.9	7.8	12.1	5.3	1.1	8.8	9.7	11.6	2.5	11.7	3.2	10.4
No exam taken or no score reported	23.9	13.0	4.2	9.7	4.6	3.1	4.9	7.7	1.9	9.3	4.0	13.6
Degree-granting institution												
Public 4-year	20.5	14.0	7.3	7.6	3.5	4.3	5.7	9.7	1.5	7.7	3.8	14.3
Nondoctorate-granting	22.2	18.0	3.4	5.8	5.1	3.7	6.2	8.0	1.6	7.4	4.1	14.4
Doctorate-granting	19.6	11.7	9.4	8.6	2.7	4.6	5.5	10.7	1.4	7.9	3.6	14.3
Private, not-for-profit 4-year	25.1	11.3	3.9	6.4	3.3	5.0	5.5	9.9	2.5	11.8	3.5	11.7
Nondoctorate-granting	31.0	12.3	0.9	6.1	3.8	4.3	5.3	8.5	2.1	10.8	3.5	11.4
Doctorate-granting	17.4	9.9	8.0	6.9	2.6	6.0	5.6	11.7	3.0	13.3	3.5	12.2
Other	21.5	5.3	7.7	10.1	1.6	2.7	8.6	2.8	1.2	15.2	1.0	22.2
First postsecondary institution attended												
Public												
4-year	22.0	13.2	7.4	6.9	3.2	4.2	6.2	10.3	1.6	7.3	3.5	14.3
2-year	24.0	15.8	5.7	7.7	4.9	2.8	5.4	6.8	1.1	7.9	3.6	14.4
Less-than-2-year	—	—	—	—	—	—	—	—	—	—	—	—
Private, not-for-profit												
4-year	20.0	11.7	5.2	5.6	3.0	6.3	5.9	11.4	2.7	12.5	3.7	12.1
Less-than-4-year	22.0	17.4	0.0	12.9	5.7	2.9	0.9	7.6	1.0	4.2	1.1	24.2
Private, for-profit	29.9	2.6	12.1	3.4	2.2	1.3	4.9	2.3	0.0	18.4	0.8	22.2
Employment/enrollment status April 1994												
Enrolled and employed	13.9	15.2	7.0	7.8	2.7	6.4	6.7	10.0	2.1	10.1	5.8	12.2
Enrolled not employed	8.9	11.3	8.1	6.1	2.9	13.2	10.3	10.4	2.7	10.1	5.7	10.4
Employed not enrolled	24.6	12.9	6.1	7.5	3.6	3.1	5.3	9.1	1.7	8.9	3.0	14.2
Neither employed nor enrolled	16.8	9.7	6.5	6.6	3.6	8.1	5.4	10.7	1.1	12.6	4.8	14.3

—Sample size too small for a reliable estimate.
*Self-reported.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.11—Percentage distribution of bachelor's degree recipients according to highest degree already completed, by selected student characteristics: 1992–93

	Less than a bachelor's degree	Bachelor's degree or higher
Total	93.5	6.5
Gender		
Male	93.9	6.1
Female	93.2	6.8
Race–ethnicity		
American Indian/Alaskan Native	84.6	15.4
Asian/Pacific Islander	94.4	5.6
Black, non-Hispanic	94.4	5.6
Hispanic	93.3	6.7
White, non-Hispanic	93.4	6.6
Baccalaureate degree major		
Professional fields	92.8	7.2
Business and management	95.3	4.7
Education	92.2	7.8
Engineering	94.2	5.8
Health professions	84.8	15.2
Public affairs/social services	93.9	6.1
Arts and sciences	94.2	5.8
Biological sciences	94.2	5.8
Mathematics and other sciences	94.6	5.4
Social science	95.1	4.9
History	92.5	7.5
Humanities	93.1	6.9
Psychology	94.3	5.7
Other	94.4	5.6
Age received bachelor's degree		
22 or younger	96.1	3.9
23–24	94.2	5.8
25–29	89.1	10.9
30–39	87.0	13.0
40 or older	89.3	10.7

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table I.12—Percentage distribution of first-time bachelor's degree recipients according to where they began postsecondary education by number of institutions attended: 1992–1993

	Began at sample institution	Began elsewhere
Total	62.9	37.1
Number of postsecondary institutions attended		
One	100.0	(*)
Two or more	24.6	75.4

*Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

The Employment and Enrollment Status of 1992–93 College Graduates

The Employment and Enrollment Status of 1992–93 College Graduates

The tables included in this section of the compendium focus on the employment and enrollment status and experiences of 1992–93 college graduates about 1 year after they received their bachelor's degrees. Unless otherwise noted, the status variables were based on participants' reports of their employment and enrollment in April 1994.

Overview of Employment and Enrollment Status

- In April 1994, approximately 87 percent of 1992–93 bachelor's degree recipients reported being employed; 73 percent were working full time; 14 percent were working part time; an additional 5 percent were looking for work; and 9 percent were out of the labor force. The overall unemployment rate (excluding those out of the labor force) was 4.9 percent (table II.1).

- College graduates who were either not working or working part time were more often enrolled full time than those working full time: nearly 60 percent of college graduates who reported being out of the labor force in April 1994 and 24 percent who were unemployed were enrolled full time in further education. The same was true for nearly 30 percent of those who were working part time. In contrast, only 3 percent of college graduates working full time in April 1994 were enrolled full time (table III.1a).

- About 27 percent of 1992–93 bachelor's degree recipients had enrolled in further education since their college graduation. Approximately 17 percent had enrolled in graduate or professional programs; 5 percent had enrolled in bachelor's degree programs or lower; and 6 percent were not pursuing a formal credential (table III.1b).

Employment: April 1994

- Among 1992–93 bachelor's degree recipients, men and women were equally likely to be employed (about 87 percent), but women were more likely than men to work part time (16 percent versus 12 percent) (table II.1).

- Although employment rates for 1992–93 college graduates were generally high, they differed according to major field of study. For example, 90 percent of students who had majored in a professional field of study were employed in April 1994, compared with 82 percent who had majored in the arts and sciences (table II.1). At the same time, those who had majored in the arts and sciences were also more likely to be out of the labor force in April 1994 than those who had majored in a professional field (13 percent versus 6 percent) (table II.1), and were also more likely to have enrolled in a graduate program (23 percent versus 14 percent) (table III.1b).

- About three-fourths (75 percent) of college graduates reported that their job was related to their degree and that it had career potential (72 percent); a little more than half (56 percent) reported that a bachelor's degree was required to obtain their job (table II.2).

- With respect to their April occupation, one-fifth of college graduates who were employed in April 1994 had jobs in business and management, and 16 percent had jobs in professional fields other than education, business, health, and engineering. Twelve percent of graduates were working in education as teachers, and 18 percent had administrative support jobs (table II.3).

Full-Time Salaries

Salaries are reported for college graduates who were employed full time in April 1994, regardless of their enrollment status (about 73 percent of all graduates). The salaries represent the annualized wages/salaries reported for the April job. Thus, if the respondent reported an hourly or monthly wage, it was annualized. Yearly salaries that exceeded $500,000 or were less than $1,000 (less than 1 percent) were removed from the analysis.

- Among 1992–93 college graduates employed full time in April 1994, men had significantly higher average salaries than women ($26,440 versus $22,286) (table II.4).[33]

- The average full-time salaries of college graduates who had majored in professional fields (business, education, engineering, health, or public affairs/social services) were higher than those who had majored in the arts and sciences ($26,029 versus $22,160, respectively) (table II.4).

- Among the professional fields of study, the average full-time salary was higher for those who had majored in either health professions ($31,302) or engineering ($30,948) than it was for graduates who had majored in business fields ($27,069), public affairs/social services ($22,042), or education ($19,280) (table II.4).

[33]This was also true within majors with the exception of health, engineering, biology, the humanities, and psychology. U.S. Department of Education, National Center for Eduction Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Underemployment

Three job-related items were examined to assess the level of underemployment among 1992–93 college graduates. For this analysis, only graduates who were employed and not enrolled in further education in April 1994 were included. If respondents were employed in jobs that were part time, that did not require a college degree,[34] or that had no career potential, they were considered to be underemployed.

Among college graduates who were employed and *not* enrolled in April 1994:

- Approximately 12 percent reported working part time (table II.5).
- About 43 percent of employed graduates reported having jobs in which a bachelor's degree was not required to obtain employment, and a smaller proportion (about 26 percent) reported that their job had no career potential (table II.5).

Unemployment

The unemployment rates were calculated for April 1994 (about 1 year after graduation) and are based on all college graduates who were in the labor force, regardless of their enrollment status. Note that a majority (58 percent) of graduates who were out of the labor force in April 1994 were enrolled full time in school at that time (see table III.1a).

- In April 1994, the unemployment rate for 1992–93 college graduates was 4.9 percent (the rate excludes those not in the labor force) (table II.6). As a point of reference, the U.S. unemployment rate for April 1994 was 6.4 percent (for 20- to-24-year-olds, it was 10 percent, and for adults 25 and older, it was 5 percent).[35]
- The unemployment rate for college graduates who had majored in professional fields of study (4 percent) was lower than the rate for those who had majored in the arts and sciences (6 percent) (table II.6).
- Approximately 29 percent of 1992–93 college graduates had experienced some period of unemployment since their graduation, with an average duration of 5 consecutive months of unemployment (table II.6).
- While Hispanic and black, non-Hispanic graduates appeared to have higher unemployment rates (8 percent for both groups) than white, non-Hispanic graduates (4 percent), there is not enough evidence to support the conclusion that these unemployment rates are different (the difference is not statistically significant) (table II.6).

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[34]Respondents were asked whether a degree was required to obtain the job, rather than to do the job.
[35]Bureau of Labor Statistics Analysis Office, Bill Denning, personal interview.

Comparisons of 1993 College Graduates With 1990 College Graduates (1991 Recent College Graduates Survey)[36]

- The percentage of recent college graduates who were employed in the month of April following their graduation increased slightly between 1991 and 1994 (from 85 percent to 87 percent).[37] However, it was slightly more common for 1993 college graduates to work part time than it was for 1990 graduates (14 percent versus 11 percent), and it was slightly less common for 1993 graduates to be out of the labor force (8 percent versus 11 percent) (table II.7).

- 1990 and 1993 graduates were equally likely to report that their April job following graduation was related to their degree (76 and 75 percent, respectively) and that a bachelor's degree was required to obtain the job (56 percent for both groups). However, 1993 graduates were less likely to report that the job had any career potential (72 percent versus 79 percent) (table II.7).

- The average full-time salary for recent college graduates was $25,038 for 1991 graduates, and $24,195 for 1993 graduates (in 1994 dollars). There is not sufficient evidence to support the conclusion that the salaries for the 2 years are different (the difference is not statistically significant) (table II.7).

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[36]U.S. Department of Education, National Center for Education Statistics, *Occupational and Educational Outcomes of Recent College Graduates 1 Year After Graduation: 1991* (Washington, DC: 1993).
[37]This percentage includes graduate students working as graduate or teaching assistants.

Table II.1—Percentage of 1992–93 bachelor's degree recipients according to their employment status in April 1994 and the corresponding unemployment rate

	Working			Not Working		
	Total	Full time	Part time	Unemployed	Out of labor force	Unemployment rate[1]
Total	87.0	73.1	13.9	4.5	8.5	4.9
Gender						
Male	86.5	74.9	11.6	4.8	8.8	5.2
Female	87.4	71.6	15.8	4.3	8.3	4.7
Race-ethnicity						
American Indian/Alaskan Native	87.1	73.6	13.4	4.3	8.7	4.7
Asian/Pacific Islander	80.1	66.0	14.1	6.6	13.4	7.6
Black, non-Hispanic	85.1	71.0	14.1	7.6	7.3	8.1
Hispanic	83.3	67.4	15.9	7.6	9.2	8.3
White, non-Hispanic	87.8	74.0	13.8	4.0	8.2	4.4
Baccalaureate degree major						
Professional fields	89.9	77.3	12.7	4.1	6.0	4.3
Business and management	92.4	84.7	7.7	3.6	3.9	3.8
Education	89.4	68.3	21.1	3.4	7.3	3.6
Engineering	85.0	75.8	9.2	6.2	8.8	6.8
Health professions	88.7	73.4	15.3	4.5	6.7	4.9
Public affairs/social services	87.8	74.6	13.2	4.6	7.6	4.9
Arts and sciences	82.0	66.1	15.9	5.2	12.8	6.0
Biological sciences	68.8	51.6	17.3	7.4	23.8	9.7
Mathematics and other sciences	81.6	67.8	13.9	4.9	13.5	5.7
Social science	85.5	72.5	12.9	4.8	9.8	5.3
History	86.1	71.7	14.4	5.4	8.5	5.9
Humanities	84.3	64.1	20.2	4.9	10.8	5.5
Psychology	81.4	66.9	14.5	5.1	13.6	5.8
Other	88.3	74.6	13.8	4.5	7.2	4.8
April 1994 occupation						
Business and management	100.0	92.6	7.4	(2)	(2)	(2)
School teacher	100.0	77.7	22.3	(2)	(2)	(2)
Engineering	100.0	98.1	1.9	(2)	(2)	(2)
Health professions	100.0	84.2	15.8	(2)	(2)	(2)
Other professions[3]	100.0	86.8	13.1	(2)	(2)	(2)
Computer science, programming	100.0	92.5	7.5	(2)	(2)	(2)
Noncomputer technician	100.0	83.7	16.3	(2)	(2)	(2)
Administrative, clerical, support	100.0	77.5	22.5	(2)	(2)	(2)
Mechanic, operator, laborer	100.0	80.5	19.5	(2)	(2)	(2)
Sales	100.0	80.9	19.1	(2)	(2)	(2)
Service	100.0	62.5	37.5	(2)	(2)	(2)
Military, protective services	100.0	91.6	8.4	(2)	(2)	(2)
Highest degree expected						
Bachelor's degree	92.0	82.7	9.2	4.3	3.8	4.4
Postbaccalaureate certificate	81.0	55.8	25.2	9.8	9.3	10.8
Master's degree	90.2	77.3	13.0	4.3	5.5	4.6
First-professional degree	65.5	52.2	13.3	5.4	29.1	7.6
Doctoral degree	79.1	58.2	20.8	5.1	15.8	6.1
Other degree	85.4	71.4	14.1	4.6	9.9	5.1

Table II.1—Percentage of 1992–93 bachelor's degree recipients according to their employment status in April 1994 and the corresponding unemployment rate—Continued

	Working			Not Working		
	Total	Full time	Part time	Unemployed	Out of labor force	Unemployment rate[1]
Enrollment status April 1994						
Not enrolled	92.3	81.7	10.6	4.0	3.7	4.2
Enrolled	62.6	33.4	29.1	6.9	30.5	9.9
Full time	49.8	17.2	32.6	9.0	41.2	15.3
Part time	88.7	66.5	22.1	2.6	8.7	2.9
Cumulative undergraduate GPA[4]						
Less than 3.0	90.7	77.8	12.9	5.1	4.2	5.3
3.0–3.49	87.4	74.2	13.2	4.5	8.2	4.9
3.5 or higher	83.1	67.2	15.8	3.6	13.3	4.2
Age received bachelor's degree						
22 or younger	85.4	70.8	14.5	3.9	10.7	4.4
23–24	89.4	75.6	13.9	4.2	6.4	4.4
25–29	90.2	77.4	12.8	5.6	4.2	5.8
30–39	86.0	74.1	11.8	5.9	8.1	6.5
40 or older	84.2	69.4	14.8	6.2	9.6	6.8
Total undergraduate debt						
Did not borrow	85.8	72.7	13.1	4.2	10.0	4.7
Less than $1,000	82.6	66.9	15.6	6.3	11.2	7.1
$1,000–4,999	88.4	73.9	14.5	5.2	6.4	5.6
$5,000–9,999	88.7	74.7	14.0	4.0	7.3	4.3
$10,000–19,999	88.8	74.0	14.9	4.7	6.5	5.0
$20,000 or more	87.2	73.0	14.2	5.2	7.7	5.6
Time from postsecondary entry to bachelor's degree						
4 years or less	83.9	69.4	14.5	3.8	12.3	4.3
More than 4, up to 5 years	88.7	75.4	13.3	4.5	6.5	5.1
More than 5, up to 6 years	91.9	76.1	15.9	3.7	4.6	4.6
More than 6 years	88.2	76.1	12.1	5.6	5.2	6.6
Time from high school graduation to bachelor's degree						
4 years or less	83.9	69.4	14.5	3.3	12.7	3.8
More than 4, up to 5 years	88.6	75.0	13.6	4.6	6.8	4.9
More than 5, up to 6 years	91.4	76.5	14.9	3.7	4.9	3.9
More than 6, up to 7 years	91.4	78.6	12.8	3.7	5.0	3.8
More than 7, up to 10 years	90.5	78.4	12.1	5.6	3.9	5.8
10 years or more	85.7	73.1	12.5	6.1	8.2	6.7
Parents' educational attainment						
Less than high school	85.6	72.9	12.6	8.2	6.2	8.7
High school or equivalency	89.2	75.2	14.0	4.4	6.3	4.7
Some postsecondary education	88.9	73.4	15.5	4.6	6.5	4.9
Bachelor's degree	87.4	74.4	13.0	3.8	8.8	4.2
Advanced degree	82.7	68.8	14.0	4.9	12.4	5.6

Table II.1—Percentage of 1992–93 bachelor's degree recipients according to their employment status in April 1994 and the corresponding unemployment rate—Continued

	Working			Not Working		
	Total	Full time	Part time	Unemployed	Out of labor force	Unemployment rate[1]
Marital status April 1994						
Never married	86.4	71.8	14.6	4.6	8.9	5.1
Married/cohabit as married	88.6	76.1	12.4	4.0	7.4	4.3
Divorced/separated/widowed	82.7	70.5	12.2	7.6	9.8	8.4
Number of children						
No children	87.4	73.5	13.9	4.4	8.2	4.8
One child	84.2	68.8	15.4	5.6	10.2	6.3
Two or more children	85.4	73.0	12.4	4.8	9.8	5.3
Degree-granting institution						
Public 4-year						
Nondoctorate-granting	88.7	72.3	16.3	5.0	6.3	5.4
Doctorate-granting	87.0	74.3	12.7	4.7	8.3	5.1
Private, not-for-profit 4-year						
Nondoctorate-granting	87.4	73.1	14.3	4.6	8.0	4.9
Doctorate-granting	83.6	71.2	12.4	2.9	13.4	3.4
Other	86.4	69.4	16.9	4.6	9.0	5.1

[1]Excluding those out of the labor force.
[2]Not applicable.
[3]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.
[4]Self-reported.

NOTE: Details may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table II.2—Percentage of 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1994

	Definite/ possible career potential	Bachelor's degree required to obtain job	Job related to bachelor's degree
Total	72.0	55.9	75.1
Gender			
Male	74.2	55.6	74.2
Female	70.3	56.2	75.7
Race–ethnicity			
American Indian/Alaskan Native	74.2	55.0	78.9
Asian/Pacific Islander	67.1	61.0	76.5
Black, non-Hispanic	63.1	49.3	72.3
Hispanic	76.4	58.1	75.4
White, non-Hispanic	72.7	56.0	75.2
Baccalaureate degree major			
Professional fields	77.0	61.0	83.6
Business and management	77.2	51.4	85.1
Education	75.4	65.7	78.5
Engineering	81.5	78.6	87.4
Health professions	80.0	73.0	90.5
Public affairs/social services	67.8	49.4	71.6
Arts and sciences	65.6	49.4	61.6
Biological sciences	57.4	48.8	64.3
Mathematics and other sciences	75.1	67.7	82.3
Social science	68.0	46.5	57.2
History	66.5	41.2	41.6
Humanities	65.5	44.6	58.2
Psychology	52.6	45.3	57.3
Other	67.6	51.5	73.6
April 1994 occupation			
Business and management	76.8	50.4	74.6
School teacher	83.1	84.7	94.9
Engineering	91.1	88.8	96.7
Health professions	84.5	74.4	96.6
Other professions[1]	77.1	72.5	87.8
Computer science, programming	80.3	65.1	83.6
Noncomputer technician	67.5	63.9	85.5
Administrative, clerical, support	60.6	37.4	58.7
Mechanic, operator, laborer	56.4	19.3	45.0
Sales	67.1	38.7	56.2
Service	28.8	15.9	36.1
Military, protective services	75.8	45.4	77.7
Highest degree expected			
Bachelor's degree	76.4	48.3	74.4
Postbaccalaureate certificate	70.1	46.3	83.6
Master's degree	75.1	58.2	77.4
First-professional degree	56.5	50.5	62.1
Doctoral degree	61.0	58.6	71.3
Other degree	64.0	47.7	75.5

Table II.2—Percentage of 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1994—Continued

	Definite/ possible career potential	Bachelor's degree required to obtain job	Job related to bachelor's degree
Enrollment status April 1994			
Not enrolled	73.6	56.8	75.5
Enrolled	61.2	49.8	71.7
Full time	54.0	47.6	68.4
Part time	69.4	52.4	75.3
Employment status April 1994			
Employed full time	75.5	59.7	77.6
Employed part time	53.5	36.0	61.6
Cumulative undergraduate GPA[2]			
Less than 3.0	70.4	50.3	70.2
3.0–3.49	72.1	59.2	76.5
3.5 or higher	73.9	57.9	79.0
Age received bachelor's degree			
22 or younger	69.7	58.6	71.8
23–24	72.1	56.2	73.8
25–29	75.4	54.0	76.2
30–39	76.6	53.2	87.3
40 or older	74.5	40.9	82.4
Total undergraduate debt			
Did not borrow	71.6	54.7	73.9
Less than $1,000	71.1	54.3	80.4
$1,000–4,999	74.3	54.5	78.4
$5,000–9,999	72.1	58.1	76.8
$10,000–19,999	70.8	57.7	75.2
$20,000 or more	73.0	60.0	73.7
Time from postsecondary entry to bachelor's degree			
4 years or less	69.0	58.6	71.0
More than 4, up to 5 years	71.9	57.9	75.8
More than 5, up to 6 years	73.3	55.3	71.5
More than 6 years	75.7	50.0	79.9
Time from high school graduation to bachelor's degree			
4 years or less	68.5	58.8	71.0
More than 4, up to 5 years	71.9	57.8	75.1
More than 5, up to 6 years	74.4	56.1	72.1
More than 6, up to 7 years	69.8	53.5	70.4
More than 7, up to 10 years	73.5	51.6	74.6
10 years or more	76.8	49.2	84.1
Parents' educational attainment			
Less than high school	77.0	55.2	76.3
High school or equivalency	74.1	53.9	77.7
Some postsecondary education	71.8	57.3	75.4
Bachelor's degree	72.4	56.5	75.7
Advanced degree	68.6	57.9	71.4

Table II.2—Percentage of 1992–93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1994—Continued

	Definite/ possible career potential	Bachelor's degree required to obtain job	Job related to bachelor's degree
Marital status April 1994			
Never married	69.4	55.3	71.6
Married/cohabit as married	77.5	58.3	81.7
Divorced/separated/widowed	74.2	46.8	79.8
Number of children			
No children	71.8	56.3	73.3
One child	79.9	55.5	84.3
Two or more children	74.5	51.7	84.3
Degree-granting institution			
Public 4-year			
Nondoctorate-granting	74.0	52.6	75.6
Doctorate-granting	72.9	59.5	75.7
Private, not-for-profit 4-year			
Nondoctorate-granting	71.3	49.7	73.9
Doctorate-granting	69.5	60.0	72.6
Other	61.0	53.3	79.1

[1]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.
[2]Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table II.3—Percentage distribution of 1992–93 bachelor's degree recipients who were employed in April 1994 according to their reported occupation

	Business/ management	School teacher	Engineering	Health profession	Other profession[1]	Computer science/ programming	Non-computer technician	Admin./ clerical/ support	Mechanic operator/ laborer	Sales	Service	Military/ protective services
Total	20.1	11.7	4.4	5.8	15.5	3.9	3.0	17.9	4.1	7.1	4.2	2.3
Gender												
Male	22.8	6.2	8.3	2.3	15.3	5.6	3.1	13.0	7.0	9.2	3.5	3.9
Female	17.9	16.2	1.2	8.7	15.7	2.5	3.0	21.9	1.7	5.4	4.8	1.1
Race–ethnicity												
American Indian/Alaskan Native	22.5	15.9	4.6	2.8	17.1	0.0	1.4	18.3	5.5	3.3	7.0	1.5
Asian/Pacific Islander	24.9	4.8	6.7	7.0	11.3	8.4	3.5	19.7	1.6	8.8	2.8	0.4
Black, non-Hispanic	17.6	10.4	2.2	5.9	12.1	3.6	3.5	29.5	3.6	6.0	2.1	3.7
Hispanic	17.2	14.7	4.0	5.9	14.5	4.6	1.8	21.8	2.3	6.7	3.5	3.1
White, non-Hispanic	20.2	12.0	4.4	5.7	15.9	3.7	3.1	16.7	4.3	7.1	4.5	2.3
Baccalaureate degree major												
Professional fields	19.3	15.2	6.8	9.0	13.0	2.9	2.5	16.1	3.1	6.5	3.2	2.4
Business and management	31.4	1.2	0.5	0.3	19.6	3.9	1.1	23.6	3.2	11.7	2.4	1.1
Education	9.2	57.1	0.2	1.5	7.0	0.8	0.7	13.3	2.4	2.5	4.5	0.7
Engineering	12.2	1.5	54.3	0.1	2.7	7.9	5.4	5.1	5.9	2.1	1.3	1.5
Health professions	7.2	2.0	1.5	60.2	5.3	0.7	7.9	7.4	1.2	2.3	3.7	0.6
Public affairs/social services	16.3	1.2	0.0	1.4	27.5	0.6	1.7	15.4	4.1	4.4	5.4	21.9
Arts and sciences	18.5	8.5	1.5	2.2	17.4	6.5	3.7	21.5	4.5	7.7	5.5	2.6
Biological sciences	9.3	7.7	0.7	6.6	14.5	3.4	15.9	16.8	8.1	9.0	6.2	2.1
Mathematics and other sciences	8.0	11.9	6.9	1.3	11.3	25.9	4.7	16.6	4.8	4.6	3.0	1.1
Social science	26.4	3.2	0.2	1.0	15.5	2.3	1.7	26.7	3.4	10.0	5.5	4.3
History	23.9	15.1	0.0	0.5	12.6	1.4	1.4	18.0	3.8	7.7	6.8	8.9
Humanities	16.7	11.3	1.0	1.3	24.5	3.4	1.1	21.3	5.1	7.8	5.4	1.2
Psychology	25.6	6.9	0.0	5.0	19.5	1.5	2.9	22.2	2.2	4.4	8.7	0.7
Other	26.9	6.0	1.7	1.9	20.2	1.7	3.4	16.2	6.7	7.9	5.4	2.1
Highest degree expected												
Bachelor's degree	24.7	4.4	4.3	5.3	14.6	3.6	3.8	15.9	8.4	9.2	3.5	2.0
Postbaccalaureate certificate	11.2	29.1	3.2	6.4	11.1	7.5	3.0	6.7	4.7	7.6	1.7	7.7
Master's degree	20.1	13.2	5.1	6.0	15.5	4.4	2.1	17.0	3.2	7.0	4.1	2.3
First-professional degree	15.5	3.9	1.8	5.7	14.5	2.3	9.4	28.6	3.1	8.9	4.0	2.5
Doctoral degree	17.1	15.8	3.0	5.6	17.3	2.8	3.5	19.5	3.3	4.4	5.5	2.2
Other degree	17.3	10.5	0.0	7.1	11.5	0.8	3.7	25.1	0.7	10.1	4.6	8.7
Enrollment status April 1994												
Not enrolled	21.2	11.4	4.5	6.0	15.5	3.8	2.9	16.8	4.2	7.3	4.0	2.5
Enrolled	12.5	13.9	3.2	4.4	15.2	4.9	3.9	25.2	3.4	5.7	6.1	1.7
Full time	8.2	10.1	1.8	4.1	16.6	3.9	3.0	32.7	4.0	6.0	7.8	1.8
Part time	17.3	18.1	4.8	4.8	13.6	6.0	5.0	16.7	2.7	5.3	4.1	1.5

Table II.3—Percentage distribution of 1992–93 bachelor's degree recipients who were employed in April 1994 according to their reported occupation—Continued

	Business/ management	School teacher	Engineering	Health profession	Other profession[1]	Computer science/ programming	Non-computer technician	Admin./ clerical/ support	Mechanic operator/ laborer	Sales	Service	Military/ protective services
Employment status April 1994												
Employed full time	22.2	10.8	5.1	5.8	16.0	4.3	3.0	16.4	3.9	6.8	3.2	2.6
Employed part time	9.4	16.5	0.5	5.8	12.8	1.9	3.1	25.4	5.0	8.5	10.1	1.2
Cumulative undergraduate GPA[2]												
Less than 3.0	21.5	8.0	4.7	4.1	13.3	3.3	3.2	19.2	5.5	10.1	4.8	2.5
3.0–3.49	21.0	12.1	4.9	5.7	15.6	4.5	2.8	16.7	3.8	6.5	4.1	2.4
3.5 or higher	16.7	15.3	3.3	8.2	18.5	3.7	3.2	17.9	2.7	4.6	3.8	2.1
Age received bachelor's degree												
22 or younger	19.6	10.9	3.5	3.6	17.0	3.4	2.8	21.4	3.2	7.7	5.1	1.8
23–25	21.3	11.8	5.8	5.1	12.5	3.3	2.8	16.2	4.9	9.3	4.2	2.8
25–29	18.7	10.9	6.1	7.8	13.6	4.8	3.3	16.6	5.9	5.8	3.9	2.5
30–39	19.3	14.0	3.4	10.7	18.0	7.2	4.0	11.8	4.0	2.5	2.2	2.9
40 or older	23.9	15.2	3.3	13.5	15.9	2.6	3.5	10.8	3.3	3.0	1.7	3.1
Total undergraduate debt												
Did not borrow	20.9	10.6	3.7	5.4	16.4	3.7	2.8	18.0	3.9	7.9	4.3	2.4
Less than $1,000	18.0	12.0	4.6	8.6	9.0	1.9	1.7	20.8	7.6	8.6	2.6	4.7
$1,000–4,999	19.8	11.0	4.9	5.3	15.7	5.5	2.3	19.5	3.7	5.4	3.8	3.0
$5,000–9,999	19.7	15.5	4.3	3.9	15.4	3.6	3.1	17.9	3.7	7.4	3.6	2.0
$10,000–19,999	18.1	12.8	5.2	7.4	14.4	3.8	4.4	18.2	4.7	4.6	4.7	1.8
$20,000 or more	21.5	8.7	7.2	10.3	13.8	3.2	2.3	15.3	5.0	7.0	4.6	1.2
Time from postsecondary entry to bachelor's degree												
4 years or less	20.7	10.5	2.2	3.3	16.8	3.7	3.2	21.4	3.4	7.6	5.6	1.7
More than 4, up to 5 years	21.2	10.9	5.8	4.7	15.2	3.3	2.1	17.5	4.3	8.4	4.3	2.4
More than 5, up to 6 years	17.9	11.9	6.5	5.2	13.1	4.6	3.9	17.1	3.8	7.8	4.8	3.4
More than 6 years	20.5	12.8	4.9	8.2	15.3	4.8	3.3	14.8	4.8	5.3	2.6	2.5
Time from high school graduation to bachelor's degree												
4 years or less	20.9	10.4	2.2	3.2	17.2	3.5	2.9	21.4	3.5	7.7	5.6	1.6
More than 4, up to 5 years	21.0	11.1	5.2	4.7	14.9	3.2	2.5	18.4	3.7	8.5	4.3	2.4
More than 5, up to 6 years	18.3	10.8	7.5	5.0	11.6	4.4	4.0	17.1	4.7	8.3	5.2	3.1
More than 6, up to 7 years	18.0	13.8	4.7	4.4	16.2	4.0	2.6	20.2	5.6	6.0	2.5	1.9
More than 7, up to 10 years	20.4	10.8	6.4	5.6	12.2	3.7	2.5	16.1	7.1	8.3	3.5	3.0
10 years or more	21.3	13.8	4.0	9.7	17.5	5.8	3.6	12.4	3.5	3.4	2.4	2.6

Table II.3—Percentage distribution of 1992–93 bachelor's degree recipients who were employed in April 1994 according to their reported occupation—Continued

	Business/ management	School teacher	Engineering	Health profession	Other profession[1]	Computer science/ programming	Non-computer technician	Admin./ clerical/ support	Mechanic operator/ laborer	Sales	Service	Military/ protective services
Parent's educational attainment												
Less than high school	19.7	15.0	2.8	6.3	14.3	4.7	2.2	19.5	4.3	5.4	2.1	3.5
High school or equivalency	20.4	12.9	3.9	6.9	13.9	3.6	3.7	18.4	3.9	6.5	3.4	2.4
Some postsecondary education	21.6	10.5	4.5	6.0	15.5	3.4	2.8	17.2	3.5	8.4	3.5	2.9
Bachelor's degree	18.6	11.3	5.3	5.9	15.2	4.7	2.9	18.3	4.4	6.5	4.8	2.0
Advanced degree	20.3	11.3	4.6	4.4	16.8	4.0	2.8	17.2	3.9	7.4	5.7	1.6
Marital status April 1994												
Never married	20.8	9.4	4.1	4.2	15.7	3.8	3.0	20.0	4.1	8.0	5.0	2.1
Married/cohabit as married	19.1	16.3	5.3	8.7	14.5	4.3	3.0	13.7	4.2	5.4	2.7	2.9
Divorced/separated/widowed	17.9	13.4	1.3	11.6	19.5	4.0	3.8	14.90	2.9	5.0	2.7	2.5
Number of children												
No children	20.1	10.7	4.5	4.8	15.6	3.8	2.9	18.9	4.0	7.8	4.7	2.1
One child	19.2	15.4	4.5	9.6	15.6	4.6	4.2	13.1	3.1	4.1	3.4	3.8
Two or more children	21.4	18.4	2.8	12.5	13.4	4.0	3.6	11.7	4.5	2.7	1.3	3.7
Degree-granting institution												
Public 4-year												
Nondoctorate-granting	20.3	16.7	2.8	4.2	13.9	3.4	2.6	18.4	4.7	6.9	3.5	2.7
Doctorate-granting	18.3	10.5	6.2	7.2	15.1	4.3	3.1	17.4	3.9	6.9	4.8	2.4
Private, not-for-profit 4-year												
Nondoctorate-granting	24.3	11.3	1.1	5.4	15.4	3.9	1.9	18.3	4.6	6.7	4.4	2.7
Doctorate-granting	20.4	8.9	5.5	5.3	19.1	3.5	4.1	18.0	3.1	6.6	4.0	1.5
Other	19.2	5.0	5.9	3.5	18.0	4.0	7.0	15.9	1.7	14.8	3.5	1.6

[1]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.
[2]Self-reported.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table II.4—Percentage distribution of annual salaries, and the average annual salaries, for 1992–93 bachelor's degree recipients employed full time in April 1994, by gender, race–ethnicity, bachelor's degree major, and April occupation

	Less than $5,000	$5,000–9,999	$10,000–14,999	$15,000–19,999	$20,000–24,999	$25,000–34,999	$35,000–49,000	$50,000–74,999	$75,000 or more	Average annual salary[1]
Total	1.0	3.5	17.8	17.3	22.7	24.5	9.9	2.5	0.7	$24,195
Gender										
Male	1.1	2.7	13.8	13.8	20.4	30.2	13.2	3.8	1.1	$26,440
Female	1.0	4.3	21.1	20.3	24.6	19.7	7.1	1.5	0.4	$22,286
Race–ethnicity										
American Indian/Alaskan Native	0.0	0.0	20.6	16.6	27.3	17.0	14.9	3.6	0.0	$24,403
Asian/Pacific Islander	0.0	1.5	10.5	17.9	31.4	23.8	11.7	3.2	0.0	$24,885
Black, non-Hispanic	0.7	5.8	17.7	23.9	20.8	20.4	8.6	2.0	0.3	$23,119
Hispanic	1.2	6.5	14.1	13.7	28.5	21.6	11.9	1.9	0.6	$23,708
White, non-Hispanic	1.1	3.4	18.3	17.0	22.0	25.1	9.7	2.5	0.8	$24,246
Baccalaureate degree major										
Professional fields	0.7	2.7	15.3	14.5	21.2	28.4	13.2	3.3	0.8	$26,029
Business and management	0.4	1.7	12.5	14.9	22.5	31.1	11.8	3.9	1.1	$27,069
Education	1.3	5.8	29.8	21.3	27.5	10.9	2.0	0.9	0.4	$19,280
Engineering	0.6	0.8	3.4	4.5	12.6	46.2	30.4	1.2	0.4	$30,948
Health professions	1.0	3.1	6.3	5.5	13.6	38.1	24.1	7.8	0.6	$31,302
Public affairs/social services	0.6	1.8	24.7	24.6	21.4	16.9	7.6	2.0	0.4	$22,042
Arts and sciences	1.3	5.1	21.3	18.3	25.1	19.1	6.6	1.5	0.6	$22,160
Biological sciences	1.5	3.7	26.3	17.6	24.2	19.9	3.9	1.8	1.1	$22,763
Mathematics and other sciences	0.2	3.5	14.5	12.8	20.2	32.1	14.2	2.1	0.4	$25,414
Social science	0.7	4.8	19.3	20.2	28.1	20.1	4.2	1.7	0.9	$22,082
History	5.9	6.8	21.1	19.2	16.9	22.8	2.5	4.8	0.0	$21,047
Humanities	1.5	5.7	24.3	17.9	27.5	14.4	7.3	0.8	0.5	$21,307
Psychology	1.5	7.4	25.4	22.4	23.4	14.7	4.8	0.4	0.0	$19,463
Other	1.6	3.4	19.5	26.1	23.1	19.1	4.4	1.8	0.8	$21,619

Table II.4—Percentage distribution of annual salaries, and the average annual salaries, for 1992–93 bachelor's degree recipients employed full time in April 1994, by gender, race–ethnicity, bachelor's degree major, and April occupation—Continued

	Less than $5,000	$5,000–9,999	$10,000–14,999	$15,000–19,999	$20,000–24,999	$25,000–34,999	$35,000–49,000	$50,000–74,999	$75,000 or more	Average annual salary
April 1994 occupation										
Business and management	1.4	2.5	12.9	18.5	24.4	25.5	9.9	4.2	0.7	$25,419
School teacher	1.1	5.1	27.5	19.3	30.7	14.2	0.9	0.6	0.6	$20,114
Engineering	0.4	0.0	0.2	1.5	10.6	48.5	35.0	2.1	1.8	$33,259
Health professions	0.3	1.4	5.8	4.0	14.3	40.3	24.9	8.9	0.2	$32,351
Other professions[2]	1.5	2.5	15.1	17.8	26.3	26.1	9.0	1.4	0.2	$23,415
Computer science, programming	0.0	0.3	4.3	7.2	22.0	40.2	20.4	4.3	1.3	$29,714
Noncomputer technician	0.2	1.0	14.7	16.1	28.9	28.7	7.2	1.8	1.4	$25,982
Administrative, clerical, support	0.7	6.4	26.5	26.4	22.1	14.2	2.5	0.5	0.7	$20,215
Mechanic, operator, laborer	0.8	4.3	30.8	18.5	15.6	20.2	5.7	2.9	1.1	$21,992
Sales	0.5	4.2	16.1	17.5	18.4	26.0	14.1	2.6	0.5	$24,746
Service	3.9	8.7	44.5	17.1	14.5	6.0	5.3	0.0	0.0	$16,779
Military, protective services	0.8	3.0	15.7	13.9	23.3	31.1	6.5	3.1	2.6	$25,499

[1]Respondents reporting salaries less than $1,000 or more than $500,000 were excluded (eight cases, unweighted).
[2]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

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Table II.5—Among 1992–93 bachelor's degree recipients who were employed and not enrolled in April 1994, the percentage reporting various underemployment characteristics about their employment

	No career potential	Part-time job	Bachelor's degree not required to obtain job
Total	26.4	11.5	43.2
Gender			
Male	24.4	9.0	43.8
Female	28.1	13.6	42.7
Race-ethnicity			
American Indian/Alaskan Native	24.8	7.6	42.6
Asian/Pacific Islander	33.0	11.6	40.6
Black, non-Hispanic	35.8	13.7	49.9
Hispanic	23.2	14.9	40.8
White, non-Hispanic	25.5	11.2	43.1
Baccalaureate degree major			
Professional fields	21.6	10.6	38.3
Business and management	22.7	6.2	48.6
Education	22.9	21.2	32.5
Engineering	16.2	4.7	19.7
Health professions	16.6	11.0	24.7
Public affairs/social services	29.8	11.3	48.0
Arts and sciences	32.4	13.2	49.9
Biological sciences	40.7	16.0	49.6
Mathematics and other sciences	22.4	12.3	33.0
Social science	30.0	9.5	53.3
History	31.5	11.1	57.8
Humanities	32.9	17.8	55.1
Psychology	47.0	10.8	49.9
Other	31.8	11.5	48.1
April 1994 occupation			
Business and management	23.1	5.6	48.8
School teacher	15.6	20.7	14.8
Engineering	8.3	0.3	10.1
Health professions	13.8	12.4	24.6
Other professions[1]	21.5	8.1	25.9
Computer science, programming	16.1	1.9	32.3
Noncomputer technician	32.7	8.9	33.7
Administrative, clerical, support	38.1	13.9	64.8
Mechanic, operator, laborer	40.7	16.4	80.1
Sales	29.3	14.8	58.6
Service	70.1	31.1	81.9
Military, protective services	24.8	8.4	53.0
Highest degree expected			
Bachelor's degree	23.3	9.3	51.5
Postbaccalaureate certificate	27.7	28.9	53.5
Master's degree	23.7	11.2	40.5
First-professional degree	40.3	9.1	47.6
Doctoral degree	38.0	15.5	40.5
Other degree	35.9	12.7	52.7
Employment status April 1994			
Employed full time	24.3	(2)	40.1
Employed part time	42.7	100.0	67.1

Table II.5—Among 1992-93 bachelor's degree recipients who were employed and not enrolled in April 1994, the percentage reporting various underemployment characteristics about their employment—Continued

	No career potential	Part-time job	Bachelor's degree not required to obtain job
Cumulative undergraduate GPA[3]			
Less than 3.0	28.4	11.0	48.7
3.0–3.49	26.6	10.3	39.5
3.5 or higher	23.5	13.2	41.8
Age received bachelor's degree			
22 or younger	27.7	11.1	40.5
23–24	26.7	11.4	42.9
25–29	24.0	11.4	46.0
30–39	24.0	11.5	45.3
40 or older	24.8	15.4	56.9
Total undergraduate debt			
Did not borrow	26.3	10.6	44.5
Less than $1,000	25.5	13.8	42.4
$1,000–4,999	24.2	10.8	44.5
$5,000–9,999	27.6	11.3	41.2
$10,000–19,999	27.7	12.8	41.1
$20,000 or more	25.7	12.4	40.4
Time from postsecondary entry to bachelor's degree			
4 years or less	28.8	10.9	41.2
More than 4, up to 5 years	26.5	10.8	41.0
More than 5, up to 6 years	25.2	14.6	42.5
More than 6 years	24.0	11.1	49.2
Time from high school graduation to bachelor's degree			
4 years or less	29.4	10.9	41.1
More than 4, up to 5 years	26.3	10.8	41.0
More than 5, up to 6 years	24.2	13.4	42.3
More than 6, up to 7 years	28.7	12.1	45.4
More than 7, up to 10 years	25.8	10.3	48.8
10 years or more	22.9	11.9	48.8
Parents' educational attainment			
Less than high school	22.8	12.1	43.6
High school or equivalency	24.8	12.2	44.2
Some postsecondary education	27.0	13.8	42.2
Bachelor's degree	26.0	10.2	43.0
Advanced degree	28.5	9.9	41.3
Marital status April 1994			
Never married	28.6	11.2	44.2
Married/cohabit as married	22.1	12.2	40.9
Divorced/separated/widowed	24.7	10.3	49.3
Number of children			
No children	27.1	10.9	44.7
One child	20.2	16.6	43.8
Two or more children	25.6	12.7	46.7

Table II.5—Among 1992-93 bachelor's degree recipients who were employed and not enrolled in April 1994, the percentage reporting various underemployment characteristics about their employment—Continued

	No career potential	Part-time job	Bachelor's degree not required to obtain job
Degree-granting institution			
Public 4-year			
Nondoctorate-granting	24.7	15.1	45.8
Doctorate-granting	25.0	9.3	39.3
Private, not-for-profit 4-year			
Nondoctorate-granting	27.5	12.5	50.4
Doctorate-granting	29.0	9.4	40.2
Other	39.5	16.4	45.8

[1]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.
[2]Not applicable.
[3]Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table II.6—Percentage of 1992–93 bachelor's degree recipients who had experienced any unemployment since graduation, the average number of consecutive months they were unemployed, and the unemployment rate for April 1994

	Experienced any unemployment	Average number of consecutive months unemployed	April 1994 unemployment rate[1]
Total	28.7	5.1	4.9
Gender			
Male	29.7	5.2	5.2
Female	27.8	5.1	4.7
Race–ethnicity			
American Indian/Alaskan Native	33.2	—	4.7
Asian/Pacific Islander	31.0	6.3	7.6
Black, non-Hispanic	31.8	6.6	8.1
Hispanic	30.3	6.2	8.3
White, non-Hispanic	28.3	4.8	4.4
Baccalaureate degree major			
Professional fields	28.4	5.2	4.3
Business and management	27.2	5.4	3.8
Education	34.0	4.6	3.6
Engineering	33.1	5.7	6.8
Health professions	19.1	5.1	4.9
Public affairs/social services	26.8	5.1	4.9
Arts and sciences	29.0	5.2	6.0
Biological sciences	28.3	5.7	9.7
Mathematics and other sciences	25.7	5.8	5.7
Social science	31.3	5.1	5.3
History	34.8	5.0	5.9
Humanities	30.0	4.8	5.5
Psychology	23.8	5.8	5.8
Other	28.8	4.6	4.8
April 1994 occupation			
Business and management	23.9	4.0	(2)
School teacher	37.8	3.8	(2)
Engineering	26.3	3.9	(2)
Health professions	14.3	3.8	(2)
Other professions[3]	29.0	3.9	(2)
Computer science, programming	23.2	4.2	(2)
Noncomputer technician	21.7	4.1	(2)
Administrative, clerical, support	31.0	3.9	(2)
Mechanic, operator, laborer	28.8	4.2	(2)
Sales	32.3	4.1	(2)
Service	28.1	3.0	(2)
Military, protective services	17.3	3.4	(2)
Highest degree expected			
Bachelor's degree	27.7	5.3	4.4
Postbaccalaureate certificate	25.8	—	10.8
Master's degree	30.2	4.9	4.6
First-professional degree	20.1	6.5	7.6
Doctoral degree	27.2	5.2	6.1
Other degree	26.6	—	5.1

Table II.6—Percentage of 1992–93 bachelor's degree recipients who had experienced any unemployment since graduation, the average number of consecutive months they were unemployed, and the unemployment rate for April 1994—Continued

	Experienced any unemployment	Average number of consecutive months unemployed	April 1994 unemployment rate[1]
Enrollment status April 1994			
Not enrolled	30.9	4.8	4.2
Enrolled	18.8	7.1	9.9
Full time	17.5	8.3	15.3
Part time	21.5	5.1	2.9
Cumulative undergraduate GPA[4]			
Less than 3.0	33.4	4.9	5.3
3.0–3.49	27.8	5.2	4.9
3.5 or higher	25.5	5.3	4.2
Age received bachelor's degree			
22 or younger	30.0	4.6	4.4
23–24	30.7	4.9	4.4
25–29	28.2	5.4	5.8
30–39	24.0	6.6	6.5
40 or older	21.2	8.1	6.8
Total undergraduate debt			
Did not borrow	27.4	5.3	4.7
Less than $1,000	30.6	6.0	7.1
$1,000–4,999	29.2	4.9	5.6
$5,000–9,999	30.0	5.1	4.3
$10,000–19,999	31.4	4.3	5.0
$20,000 or more	31.9	5.2	5.6
Time from postsecondary entry to bachelor's degree			
4 years or less	28.8	4.6	4.3
More than 4, up to 5 years	31.5	4.9	5.1
More than 5, up to 6 years	32.0	4.7	4.6
More than 6 years	24.1	6.1	6.6
Time from high school graduation to bachelor's degree			
4 years or less	28.1	4.3	3.8
More than 4, up to 5 years	32.0	4.9	4.9
More than 5, up to 6 years	33.3	4.9	3.9
More than 6, up to 7 years	26.1	4.9	3.8
More than 7, up to 10 years	26.3	5.7	5.8
10 years or more	23.3	6.9	6.7
Parents' educational attainment			
Less than high school	26.7	7.2	8.7
High school or equivalency	29.9	5.3	4.7
Some postsecondary education	26.9	5.5	4.9
Bachelor's degree	27.5	4.6	4.2
Advanced degree	30.0	4.9	5.6
Marital status April 1994			
Never married	30.7	5.0	5.1
Married/cohabit as married	25.9	5.3	4.3
Divorced/separated/widowed	23.4	7.0	8.4

Table II.6—Percentage of 1992–93 bachelor's degree recipients who had experienced any unemployment since graduation, the average number of consecutive months they were unemployed, and the unemployment rate for April 1994—Continued

	Experienced any unemployment	Average number of consecutive months unemployed	April 1994 unemployment rate[1]
Number of children			
No children	29.2	4.9	4.8
One child	28.1	6.6	6.3
Two or more children	23.4	6.2	5.3
Degree-granting institution			
Public 4-year			
Nondoctorate-granting	30.0	5.2	5.4
Doctorate-granting	29.0	5.1	5.1
Private, not-for-profit 4-year			
Nondoctorate-granting	27.3	5.1	4.9
Doctorate-granting	28.4	4.6	3.4
Other	22.2	6.7	5.1

—Sample size too small for a reliable estimate.
[1]Excluding those out of the labor force.
[2]Not applicable.
[3]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.
[4]Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table II.7—Comparisons between 1990 and 1993 college graduates with respect to employment status 1 year after graduation and various job characteristics

	1990 graduates (RCG:91)	1993 graduates (B&B:93/94)
	Percentage (column) distribution by employment status	
Total	100	100
Employed	85	87
Full time	74	73
Part time	11	14
Unemployed	4	5
Out of labor force	11	8
	Percent reporting job characteristic	
April job related to bachelor's degree	76	75
Bachelor's degree required to obtain job	56	56
April job had career potential	79	72
Average annual salary for full-time employed in 1994 dollars	$25,038	$24,195

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System. 1991 Recent College Graduates survey (RCG:91), published in U.S. Department of Education, National Center for Education Statistics, *Occupational and Educational Outcomes of Recent College Graduates 1 Year After Graduation: 1991* (Washington, DC: 1993).

Enrollment in Further Education

- In April 1994, approximately 12 percent of 1992–93 college graduates were enrolled full time in further education, and 6 percent were enrolled part time (table III.1a).

- College graduates who had majored in the arts and sciences (18 percent), especially biology majors (27 percent), were more likely to be enrolled in further education full time than those who had majored in professional fields (9 percent) (table III.1a).

- Overall, 27 percent of 1992–93 college graduates had enrolled in any further education since receiving their bachelor's degree.[38] Approximately 17 percent had enrolled in graduate or professional programs; 1 percent had pursued a second bachelor's degree; 3 percent had pursued an associate's degree or vocational certificate/license; and about 6 percent had taken courses outside of a formal degree program (table III.1b).

- Among 1992–93 college graduates who had enrolled in graduate or professional programs, about two-thirds (71 percent) were pursuing a master's degree; 15 percent were in professional programs; 8 percent were in doctoral programs; and 5 percent were working toward a postbaccalaureate certificate (primarily teaching) (table III.2).[39]

- The distribution of 1992–93 college graduates pursuing graduate- or professional-level education was 21 percent in education, 15 percent in business and management, and 6 percent to 10 percent in other fields (table III.3).

- Among 1992–93 college graduates enrolled in graduate or professional programs, women were about four times more likely than men to be in education programs, while men were about three times more likely than women to be in fields related to engineering, mathematics, or computer science (table III.3).

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[38]Note that the proportion enrolled in further education is less than that reported for 1991 using the RCG data (35 percent). However, for the previous RCG surveys (1978 to 1987), the percentage enrolled ranged from 23 to 27 percent. It is not clear why there was such an increase in enrollment in 1991; it is possibly related to the relatively high unemployment rate for that year. (See U.S. Department of Education, National Center for Education Statistics, *Occupational and Educational Outcomes of Recent College Graduates 1 Year After Graduation: 1991* (Washington, DC: 1993).

[39]See NCES report on newly qualified teachers (forthcoming), for a detailed examination of college graduates intending to enter the teaching profession.

Graduate School Application

- About 29 percent of 1992–93 college graduates had applied to graduate or professional school as of their interview date (between July and December 1994); among those who applied, about 88 percent had been accepted into at least one school. Among college graduates who did not apply, nearly three-quarters (73 percent) had considered applying (table III.4).

- Among those who reported applying to graduate or professional school, black, non-Hispanic applicants were less likely to report being accepted (80 percent) than were either Asian/Pacific Islander (92 percent) or white, non-Hispanic applicants (89 percent). Hispanic and white, non-Hispanic applicants had the same rate of acceptance (89 percent) (table III.4).

- Men were somewhat more likely than women to apply to graduate or professional school (30 percent versus 27 percent). However, women and men had similar rates of graduate school acceptance (88 percent of both men and women were accepted into at least one school) (table III.4).

- Among 1992–93 college graduates who had ever considered applying to graduate or professional school but who did not apply, the reason they cited most often for not applying was their desire to work or to obtain work experience before applying (33 percent). Approximately 10 percent of graduates reported that they had too large a debt to apply, and an additional 14 percent reported that they could not afford to go to graduate school (table III.5).

Undergraduate Debt

- About one-half (49 percent) of 1992–93 college graduates had borrowed for their undergraduate education, and among those who did, the average total amount borrowed was about $10,000. One year after graduation, the average amount they still owed on the debt was about $9,000 (table III.6). As a point of comparison, 4th- and 5th-year undergraduates in the 1989–90 National Postsecondary Student Aid Study (NPSAS:90) reported a cumulative education debt of $7,500.[40]

- Among all college graduates who had enrolled in graduate school since receiving their bachelor's degree, their total cumulative debt did not differ significantly by field of graduate study: the total debt of those who had enrolled in graduate or professional school was about $4,400. While it appears as though the debt of those enrolled in law school (about $6,300) was greater than the debt of those enrolled in education ($4,900), there is not sufficient evidence to support the conclusion that they are different (the difference is not statistically significant) (table III.6).

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[40]U.S. Department of Education, National Center for Education Statistics, *Characteristics of Students Who Borrow to Finance Their Education* (Washington, DC: 1994).

Table III.1a—Percentage distribution of 1992–93 bachelor's degree recipients according to their enrollment status in April 1994

	Enrolled full time	Enrolled part time	Not enrolled
Total	12.0	5.8	82.2
Gender			
Male	13.4	4.8	81.8
Female	10.8	6.7	82.5
Race–ethnicity			
American Indian/Alaskan Native	8.8	5.6	85.6
Asian/Pacific Islander	14.1	6.1	79.8
Black, non-Hispanic	10.5	5.9	83.7
Hispanic	13.6	6.6	79.8
White, non-Hispanic	11.9	5.8	82.3
Baccalaureate degree major			
Professional fields	8.6	6.1	85.2
Business and management	5.0	4.7	90.3
Education	10.9	8.2	80.9
Engineering	14.6	6.6	78.8
Health professions	10.5	6.8	82.7
Public affairs/social services	8.7	5.4	85.9
Arts and sciences	17.5	5.9	76.5
Biological sciences	26.6	8.6	64.9
Mathematics and other sciences	20.5	4.5	75.1
Social science	14.4	4.9	80.7
History	18.2	5.3	76.6
Humanities	14.2	5.1	80.7
Psychology	18.4	9.9	71.7
Other	10.5	4.5	85.0
Highest degree expected			
Bachelor's degree	1.1	2.0	96.9
Postbaccalaureate certificate	5.3	0.8	93.9
Master's degree	7.4	6.0	86.5
First-professional degree	34.8	6.3	59.0
Doctoral degree	29.5	8.6	61.8
Other degree	11.9	8.7	79.4
Enrollment status April 1994			
Not enrolled	(1)	(1)	100.0
Enrolled	67.2	32.8	(1)
Full time	100.0	(1)	(1)
Part time	(1)	100.0	(1)
Employment status April 1994			
Employed	6.9	6.0	87.1
Full time	2.8	5.3	91.8
Part time	28.0	9.3	62.6
Unemployed	23.7	3.4	72.9
Out of labor force	58.3	6.0	35.6

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Table III.1a—Percentage distribution of 1992–93 bachelor's degree recipients according to their enrollment status in April 1994—Continued

	Enrolled full time	Enrolled part time	Not enrolled
Cumulative undergraduate GPA[2]			
Less than 3.0	7.6	5.8	86.6
3.0–3.49	11.8	5.8	82.4
3.5 or higher	17.5	6.0	76.5
Age received bachelor's degree			
22 or younger	16.0	5.6	78.4
23–25	9.5	5.2	85.3
25–29	6.6	4.2	89.2
30–39	8.1	7.9	84.0
40 or older	8.7	10.6	80.6
Total undergraduate debt			
Did not borrow	13.3	6.3	80.4
Less than $1,000	9.3	4.4	86.3
$1,000–4,999	10.8	6.1	83.1
$5,000–9,999	10.7	6.0	83.2
$10,000–19,999	10.9	4.3	84.8
$20,000 or more	11.9	4.6	83.5
Time from postsecondary entry to bachelor's degree			
4 years or less	17.7	5.4	76.9
More than 4, up to 5 years	9.6	5.5	85.0
More than 5, up to 6 years	8.3	4.9	86.8
More than 6 years	7.3	5.9	86.8
Time from high school graduation to bachelor's degree			
4 years or less	18.1	5.8	76.1
More than 4, up to 5 years	10.5	4.9	84.7
More than 5, up to 6 years	8.5	4.9	86.6
More than 6, up to 7 years	5.4	4.8	89.8
More than 7, up to 10 years	7.2	3.8	89.0
10 years or more	8.1	7.5	84.3
Parents' educational attainment			
Less than high school	8.5	5.5	86.0
High school or equivalency	8.7	5.2	86.1
Some postsecondary education	10.6	6.4	83.0
Bachelor's degree	12.4	5.0	82.6
Advanced degree	17.6	6.8	75.7
Marital status April 1994			
Never married	14.3	5.7	80.0
Married/cohabit as married	6.8	6.0	87.2
Divorced/separated/widowed	12.6	6.9	80.5
Number of children			
No children	12.9	5.6	81.5
One child	6.9	6.0	87.1
Two or more children	6.8	8.7	84.5

Table III.1a—Percentage distribution of 1992-93 bachelor's degree recipients according to their enrollment status in April 1994—Continued

	Enrolled full time	Enrolled part time	Not enrolled
Degree-granting institution			
Public 4-year			
Nondoctorate-granting	9.3	6.8	83.9
Doctorate-granting	12.9	5.7	81.4
Private, not-for-profit 4-year			
Nondoctorate-granting	10.6	5.5	83.9
Doctorate-granting	15.9	5.6	78.5
Other	10.6	3.8	85.6

[1]Not applicable.
[2]Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

NOTE: Details may not sum to 100 due to rounding.

Table III.1b—Percentage of 1992–93 bachelor's degree recipients according to their postbaccalaureate enrollment since receiving a bachelor's degree and the percentage ever enrolled

	Highest degree program after bachelor's degree				
	Graduate/ professional program	Second bachelor's	Associate's/ cert./ license	Nondegree program	Ever enrolled
Total	17.0	1.3	3.3	5.5	27.3
Gender					
Male	18.0	1.3	2.9	5.0	27.3
Female	16.2	1.4	3.7	6.0	27.4
Race-ethnicity					
American Indian/Alaskan Native	10.9	0.8	10.0	2.3	24.0
Asian/Pacific Islander	18.6	0.7	3.5	6.3	29.2
Black, non-Hispanic	16.1	0.6	3.5	4.0	24.4
Hispanic	17.0	1.7	5.4	5.3	29.4
White, non-Hispanic	17.1	1.4	3.1	5.6	27.3
Baccalaureate degree major					
Professional fields	14.2	1.2	2.9	5.2	23.5
Business and management	8.8	1.0	2.1	3.7	15.7
Education	19.9	1.6	4.8	7.5	33.9
Engineering	20.8	0.9	1.3	5.3	28.3
Health professions	14.7	1.7	2.3	5.1	23.9
Public affairs/social services	13.8	0.9	4.6	5.4	24.7
Arts and sciences	22.5	1.6	4.0	6.3	34.5
Biological sciences	32.6	1.8	4.1	11.5	50.0
Mathematics and other sciences	25.0	2.5	4.7	3.8	36.0
Social science	19.6	1.0	4.0	6.5	31.2
History	28.8	1.8	2.0	5.4	38.4
Humanities	17.5	1.1	3.4	5.5	27.5
Psychology	24.0	2.7	4.8	6.2	38.0
Other	14.0	1.1	3.5	4.9	23.6
Highest degree expected					
Bachelor's degree	0.5	1.3	2.6	4.1	8.5
Postbaccalaureate certificate	11.5	1.1	14.6	3.6	31.7
Master's degree	12.8	1.3	3.3	5.5	22.9
First-professional degree	41.7	1.5	2.5	6.5	52.3
Doctoral degree	38.6	1.6	3.7	6.5	50.5
Other degree	15.1	0.5	12.1	3.3	31.0
Enrollment status April 1994					
Not enrolled[1]	4.6	0.6	2.1	3.9	11.2
Enrolled	74.4	4.4	8.9	12.3	100.0
Full time	87.0	3.1	6.8	3.1	100.0
Part time	48.4	7.2	13.2	31.2	100.0
Employment status April 1994					
Employed	12.8	1.2	3.0	5.7	22.8
Full time	8.9	1.0	2.7	5.7	18.4
Part time	32.9	2.2	5.0	5.7	46.0
Unemployed	24.1	2.6	5.2	4.1	36.0
Out of labor force	57.1	2.3	5.1	4.7	69.3
Cumulative undergraduate GPA[2]					
Less than 3.0	10.7	1.8	3.5	5.8	21.9
3.0–3.49	16.7	1.3	3.7	5.6	27.4
3.5 or higher	25.0	1.0	2.4	5.3	33.9

Table III.1b—Percentage of 1992–93 bachelor's degree recipients according to their postbaccalaureate enrollment since receiving a bachelor's degree and the percentage ever enrolled—Continued

	Highest degree program after bachelor's degree				
	Graduate/ professional program	Second bachelor's	Associate's/ cert./ license	Nondegree program	Ever enrolled
Age received bachelor's degree					
22 or younger	21.2	1.1	2.5	5.9	30.9
23–24	12.8	1.7	3.6	5.3	23.5
25–29	11.6	1.7	4.1	4.3	21.7
30–39	14.8	1.1	4.1	5.4	25.5
40 or older	17.6	1.2	5.6	5.9	30.5
Total undergraduate debt					
Did not borrow	18.4	1.3	3.0	6.4	29.1
Less than $1,000	10.4	1.6	2.7	5.0	19.7
$1,000–4,999	16.8	1.8	3.4	5.9	27.9
$5,000–9,999	16.3	1.6	3.0	4.5	25.5
$10,000–19,999	14.4	1.5	3.8	4.7	24.4
$20,000 or more	17.3	0.4	3.5	2.5	23.8
Time from postsecondary entry to bachelor's degree					
4 years or less	22.5	0.8	2.3	5.7	31.5
More than 4, up to 5 years	13.3	1.5	3.2	5.6	23.7
More than 5, up to 6 years	12.1	2.5	3.7	5.6	24.0
More than 6 years	12.8	1.4	4.2	5.1	23.5
Time from high school graduation to bachelor's degree					
4 years or less	23.4	0.8	2.3	6.0	32.6
More than 4, up to 5 years	14.0	1.4	3.2	5.5	24.1
More than 5, up to 6 years	12.4	2.5	3.3	5.5	23.8
More than 6, up to 7 years	10.3	1.1	2.7	5.4	19.5
More than 7, up to 10 years	9.5	2.4	3.9	4.0	19.9
10 years or more	15.4	1.1	4.8	5.1	26.3
Parents' educational attainment					
Less than high school	12.2	1.4	4.2	5.3	23.2
High school or equivalency	13.4	1.6	3.4	4.6	23.0
Some postsecondary education	17.5	0.9	3.5	5.6	27.6
Bachelor's degree	16.0	1.5	2.7	5.6	25.8
Advanced degree	22.8	1.4	3.3	6.5	34.2
Marital status April 1994					
Never married	19.0	1.3	3.1	5.9	29.3
Married/cohabit as married	12.7	1.3	3.2	4.9	22.2
Divorced/separated/widowed	17.6	2.7	6.4	4.8	31.4
Number of children					
No children	17.7	1.4	3.2	5.7	28.1
One child	11.5	1.3	3.5	4.7	21.1
Two or more children	15.0	0.8	4.6	4.4	24.9

Table III.1b—Percentage of 1992-93 bachelor's degree recipients according to their postbaccalaureate enrollment since receiving a bachelor's degree and the percentage ever enrolled—Continued

	Highest degree program after bachelor's degree				
	Graduate/ professional program	Second bachelor's	Associate's/ cert./ license	Nondegree program	Ever enrolled
Degree-granting institution					
Public 4-year					
Nondoctorate-granting	13.6	2.0	4.8	5.8	26.3
Doctorate-granting	18.0	1.5	2.8	5.9	28.3
Private, not-for-profit 4-year					
Nondoctorate-granting	15.0	0.8	3.2	5.1	24.3
Doctorate-granting	21.3	0.3	2.2	5.7	29.5
Other	21.7	1.7	4.2	1.8	29.4

[1]Some respondents who were not enrolled in April 1994 may have been enrolled at some other time since receiving their bachelor's degree.
[2]Self-reported.

NOTE: Percentages may not add to total (i.e., "ever enrolled") because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table III.2—Among the 1992–93 bachelor's degree recipients who had enrolled in graduate/professional school since receiving their bachelor's degree, the percentage distribution according to highest degree program

	Post-baccalaureate certificate	Master's degree	Doctoral degree	First-professional degree
Total	5.4	71.4	8.0	15.2
Gender				
Male	4.5	65.7	9.8	20.1
Female	6.2	76.7	6.4	10.8
Race–ethnicity				
American Indian/Alaskan Native	—	—	—	—
Asian/Pacific Islander	5.5	61.4	7.3	25.8
Black, non-Hispanic	3.8	78.4	4.9	12.9
Hispanic	3.5	70.7	13.1	12.7
White, non-Hispanic	5.6	71.4	8.1	14.9
Baccalaureate degree major				
Professional fields	4.1	84.7	3.3	7.9
Business and management	0.9	88.5	0.3	10.2
Education	7.2	83.7	3.3	5.8
Engineering	0.9	86.2	7.8	5.2
Health professions	7.2	73.3	4.8	14.7
Public affairs/social services	1.7	97.0	0.0	1.3
Arts and sciences	4.9	60.4	14.0	20.8
Biological sciences	7.7	32.0	17.7	42.6
Mathematics and other sciences	1.9	54.3	32.8	11.0
Social science	3.8	62.8	7.4	26.1
History	6.2	72.9	4.3	16.6
Humanities	5.0	79.0	5.4	10.6
Psychology	6.5	70.3	12.7	10.4
Other	12.1	64.9	2.2	20.9
Highest degree expected[1]				
Bachelor's degree	—	—	—	—
Postbaccalaureate certificate	—	—	—	—
Master's degree	7.3	89.7	1.4	1.5
First-professional degree	2.4	17.8	1.9	78.0
Doctoral degree	3.4	72.4	18.0	6.3
Other degree	—	—	—	—
Enrollment status April 1994				
Not enrolled[2]	11.9	75.3	4.5	8.4
Enrolled	3.5	70.2	9.1	17.2
Full time	2.9	64.9	11.4	20.8
Part time	5.9	89.8	0.2	4.0
Employment status April 1994				
Employed	7.1	80.1	6.2	6.6
Full time	6.8	83.3	4.6	5.3
Part time	7.5	75.6	8.5	8.4
Unemployed	1.9	74.9	3.0	20.2
Out of labor force	2.2	50.7	13.6	33.6

Table III.2—Among the 1992–93 bachelor's degree recipients who had enrolled in graduate/professional school since receiving their bachelor's degree, the percentage distribution according to highest degree program—Continued

	Post-baccalaureate certificate	Master's degree	Doctoral degree	First-professional degree
Cumulative undergraduate GPA[3]				
Less than 3.0	9.9	78.1	3.2	8.8
3.0–3.49	6.6	72.2	7.0	14.2
3.5 or higher	2.2	67.8	11.4	18.6
Age received bachelor's degree				
22 or younger	4.8	66.9	9.5	18.8
23–24	5.5	70.3	9.1	15.1
25–29	8.1	78.4	6.6	6.9
30–39	6.3	82.5	1.4	9.8
40 or older	6.1	88.9	2.9	2.0
Total undergraduate debt				
Did not borrow	4.9	69.8	8.5	16.8
Less than $1,000	—	—	—	—
$1,000–4,999	8.0	70.0	8.1	13.9
$5,000–9,999	7.2	75.5	8.4	9.0
$10,000–19,999	3.2	73.9	6.5	16.4
$20,000 or more	2.9	78.0	6.8	12.3
Time from postsecondary entry to bachelor's degree				
4 years or less	3.8	63.6	11.1	21.6
More than 4, up to 5 years	6.3	74.3	6.1	13.4
More than 5, up to 6 years	6.7	73.6	10.7	9.0
More than 6 years	6.9	80.7	4.2	8.2
Time from high school graduation to bachelor's degree				
4 years or less	3.5	63.9	11.0	21.6
More than 4, up to 5 years	6.4	70.6	8.1	14.9
More than 5, up to 6 years	8.3	71.9	8.4	11.4
More than 6, up to 7 years	3.3	85.9	4.3	6.5
More than 7, up to 10 years	7.9	69.3	11.6	11.1
10 years or more	5.7	85.3	2.4	6.6
Parents' educational attainment				
Less than high school	1.5	83.2	5.5	9.8
High school or equivalency	3.2	80.4	4.8	11.6
Some postsecondary education	6.5	78.0	5.5	10.0
Bachelor's degree	4.0	68.9	9.7	17.5
Advanced degree	6.6	63.0	11.1	19.3
Marital status April 1994				
Never married	5.5	67.6	9.2	17.7
Married/cohabit as married	4.8	80.2	5.6	9.4
Divorced/separated/widowed	5.2	86.8	2.2	5.9
Number of children				
No children	5.6	69.6	8.9	15.9
One child	3.2	81.9	1.5	13.5
Two or more children	3.7	85.3	2.9	8.1

Table III.2—Among the 1992–93 bachelor's degree recipients who had enrolled in graduate/professional school since receiving their bachelor's degree, the percentage distribution according to highest degree program—Continued

	Post-baccalaureate certificate	Master's degree	Doctoral degree	First-professional degree
Degree-granting institution				
Public 4-year				
Nondoctorate-granting	6.3	81.1	4.7	7.9
Doctorate-granting	5.6	69.0	9.1	16.3
Private, not-for-profit 4-year				
Nondoctorate-granting	6.2	72.1	7.1	14.6
Doctorate-granting	3.1	63.4	11.3	22.2
Other	4.8	82.1	3.4	9.7

—Sample size too small for a reliable estimate.
[1]While it appears as though there are some inconsistencies between expectations and enrollment behavior, many can be explained by timing issues. For example, the 72 percent of students with doctoral degree expectations who had enrolled in master's degree programs may not have advanced to candidacy yet. The 1.4 and 1.5 percent with master's degree expectations who had enrolled in doctoral or professional programs may have changed their minds since enrolling.
[2]Respondent was not enrolled in April 1994 but had been enrolled at some other time since receiving a bachelor's degree.
[3]Self-reported.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table III.3—Among 1992-93 bachelor's degree recipients enrolled in graduate/professional school since receiving their bachelor's degree, the percentage distribution according to graduate field of study

	Arts and humanities	Social/ behavioral sciences	Life/ physical sciences	Engineering/ math/ computer science	Education	Business and management	Medicine/ dentistry	Other health	Law	Other
Total	9.3	9.3	6.9	9.5	20.7	14.5	5.9	9.1	8.4	6.3
Gender										
Male	9.5	7.1	9.1	15.0	8.3	17.0	8.2	8.1	10.8	6.9
Female	9.0	11.3	4.9	4.5	32.0	12.2	3.8	10.1	6.3	5.8
Race-ethnicity										
• American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	9.6	2.2	5.5	23.7	10.6	16.4	9.6	4.7	10.1	7.5
Black, non-Hispanic	7.5	7.7	6.3	9.9	24.4	24.5	5.1	5.0	7.0	2.7
Hispanic	5.9	14.4	7.0	12.8	22.1	6.7	7.1	6.4	7.8	9.8
White, non-Hispanic	9.6	9.4	7.0	8.4	20.8	14.3	5.7	9.9	8.5	6.4
Baccalaureate degree major										
Professional fields	5.9	7.1	1.9	15.2	26.0	20.3	3.2	11.6	4.4	4.5
Business and management	4.4	1.1	1.0	4.4	9.5	56.7	0.6	8.2	11.4	2.8
Education	11.4	7.4	1.8	0.9	61.6	5.2	0.6	3.0	2.8	5.2
Engineering	0.8	1.9	3.3	76.0	1.3	10.0	4.1	0.0	1.2	1.3
Health professions	4.3	3.0	2.7	1.5	7.5	1.7	14.0	57.1	0.0	8.2
Public affairs/social services	0.0	53.8	0.0	0.0	11.0	23.9	0.0	0.0	3.4	7.9
Arts and sciences	13.4	12.1	12.1	6.1	15.3	9.9	9.6	6.0	10.3	5.2
Biological sciences	0.4	3.0	26.4	0.9	4.2	7.3	37.8	17.2	0.9	1.9
Mathematics and other sciences	3.5	1.1	34.0	31.2	8.3	4.1	5.5	3.3	2.8	6.1
Social science	5.8	22.7	1.5	0.7	14.7	20.4	0.9	2.9	26.9	3.5
History	20.2	15.4	1.3	0.0	26.8	17.0	3.7	0.0	12.8	2.7
Humanities	45.3	6.1	1.6	0.7	16.9	6.6	2.0	5.5	8.0	7.3
Psychology	2.3	31.5	2.3	0.0	36.3	3.4	5.0	2.8	5.5	10.8
Other	5.6	6.4	5.2	1.5	22.1	11.0	1.9	12.3	16.5	17.5
Enrollment status April 1994										
Enrolled full time	10.7	9.4	8.9	10.0	15.1	10.4	8.1	9.0	11.8	6.6
Enrolled part time	6.7	9.7	4.4	11.0	25.6	23.1	0.0	11.5	2.3	5.9
Employment status April 1994										
Employed	9.7	9.6	5.7	8.7	24.6	19.3	2.0	9.8	4.1	6.4
Full time	7.1	9.2	4.6	8.6	27.3	23.2	1.8	9.4	3.3	5.5
Part time	13.4	10.1	7.3	8.7	20.9	13.9	2.3	10.4	5.2	7.8
Unemployed	12.9	5.5	5.0	9.1	24.6	11.3	1.0	4.4	17.8	8.4
Out of labor force	7.5	9.8	10.5	11.4	9.9	4.3	15.6	9.1	16.5	5.5

Table III.3—Among 1992–93 bachelor's degree recipients enrolled in graduate school since receiving their bachelor's degree, the percentage distribution according to graduate field of study—Continued

	Arts and humanities	Social/ behavioral sciences	Life/ physical sciences	Engineering/ math/ computer science	Education	Business and manage-ment	Medicine/ dentistry	Other health	Law	Other
Cumulative undergraduate GPA*										
Less than 3.0	9.4	5.7	6.4	9.7	27.5	15.3	1.8	11.3	5.6	7.3
3.0–3.49	8.8	9.0	7.1	8.3	21.5	14.7	5.0	9.4	8.5	7.7
3.5 or higher	9.8	11.5	6.9	10.6	16.5	14.4	8.6	7.9	9.4	4.4
Age received bachelor's degree										
22 or younger	8.6	9.1	7.1	9.2	19.9	13.1	7.6	9.2	11.3	4.8
23–24	10.6	7.4	8.9	13.4	17.8	13.0	6.0	8.4	5.5	9.1
25–29	8.6	9.1	6.2	9.4	21.1	19.6	2.1	9.8	3.4	10.6
30–39	8.4	11.0	4.3	9.2	26.0	18.9	2.3	7.5	7.6	4.9
40 or older	13.5	15.1	3.3	2.5	27.6	17.6	0.6	10.4	0.0	9.5
Total undergraduate debt										
Did not borrow	9.9	9.6	6.7	9.2	17.9	14.8	5.9	10.4	8.6	7.1
Less than $1,000	—	—	—	—	—	—	—	—	—	—
$1,000–4,999	11.6	5.6	7.1	8.6	23.5	14.4	7.7	8.4	7.2	5.8
$5,000–9,999	6.1	7.8	7.5	9.6	26.0	16.0	5.2	11.7	4.3	5.8
$10,000–19,999	7.4	9.8	8.1	9.6	25.8	12.6	6.1	5.3	9.9	5.4
$20,000 or more	12.6	14.9	5.7	16.0	16.5	12.5	1.3	3.5	12.4	4.7
Time from postsecondary entry to bachelor's degree										
4 years or less	9.0	8.9	7.8	8.8	18.2	10.9	8.5	9.7	13.3	4.9
More than 4, up to 5 years	9.4	9.8	7.1	11.8	19.1	18.9	5.6	8.3	5.1	4.9
More than 5, up to 6 years	10.4	9.5	9.4	5.8	21.7	13.1	3.3	12.1	2.5	12.2
More than 6 years	10.1	9.6	4.1	7.3	27.4	19.8	2.3	7.8	5.3	6.3
Time from high school graduation to bachelor's degree										
4 years or less	9.1	9.1	7.8	9.0	17.8	11.8	8.7	9.0	12.9	4.7
More than 4, up to 5 years	8.9	7.8	7.6	11.4	18.7	18.3	6.5	10.1	6.2	4.4
More than 5, up to 6 years	12.2	8.5	8.2	7.3	21.4	10.6	3.2	8.3	5.0	15.4
More than 6, up to 7 years	4.7	10.2	4.4	6.8	35.3	20.0	0.0	10.5	5.6	2.7
More than 7, up to 10 years	7.8	8.1	7.3	9.4	19.9	11.1	4.4	15.0	4.8	12.3
10 years or more	10.5	12.9	4.2	6.0	26.1	21.5	1.6	6.5	4.7	6.1

Table III.3—Among 1992-93 bachelor's degree recipients enrolled in graduate school since receiving their bachelor's degree, the percentage distribution according to graduate field of study—Continued

	Arts and humanities	Social/ behavioral sciences	Life/ physical sciences	Engineering/ math/ computer science	Education	Business and management	Medicine/ dentistry	Other health	Law	Other
Parents' educational attainment										
Less than high school	11.1	6.3	8.9	10.1	29.0	9.8	2.6	9.9	5.4	6.9
High school or equivalency	7.8	10.3	4.9	7.9	23.7	16.4	3.0	11.1	7.8	7.2
Some postsecondary education	10.6	12.4	5.7	5.5	20.6	20.9	4.7	9.1	5.4	5.2
Bachelor's degree	10.1	7.9	5.8	12.6	21.3	10.4	7.3	8.9	8.4	7.3
Advanced degree	9.4	8.0	9.6	11.1	16.6	13.6	7.6	8.5	10.6	5.0
Marital status April 1994										
Never married	9.0	8.6	8.2	9.4	18.8	14.1	7.4	9.1	9.4	6.0
Married/cohabit as married	10.9	9.2	4.0	10.9	23.8	14.8	2.3	10.0	6.4	7.7
Divorced/separated/widowed	6.7	21.8	2.0	2.8	30.5	18.5	0.9	7.2	2.9	6.7
Number of children										
No children	9.2	8.8	7.4	9.7	19.9	14.6	6.4	9.1	8.8	6.1
One child	14.7	10.2	3.7	9.5	26.1	10.3	3.7	6.2	7.9	7.6
Two or more children	6.1	13.9	3.6	7.6	27.8	16.8	1.6	11.4	5.0	8.3
Degree-granting institution										
Public 4-year										
Nondoctorate-granting	7.8	10.5	5.1	4.8	34.5	17.3	4.3	6.2	3.2	6.5
Doctorate-granting	8.0	7.7	6.8	11.5	17.9	15.2	5.2	11.2	9.6	7.1
Private, not-for-profit 4-year										
Nondoctorate-granting	13.8	10.3	9.5	4.4	20.9	11.1	5.7	7.1	10.1	6.9
Doctorate-granting	11.8	12.3	5.8	14.1	12.6	11.4	9.8	7.6	11.1	3.6
Other	2.6	5.7	11.3	10.9	18.7	20.7	5.6	14.6	4.1	5.8

—Sample size too small for a reliable estimate.
*Self-reported.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table III.4—Percentage of 1992–93 bachelor's degree recipients who applied to graduate or professional school, the percentage accepted among those who applied, and the percentage who considered applying among those who did not apply

	Applied to graduate/ professional school	Accepted if applied	Considered graduate/ professional education among those who did not apply
Total	28.7	88.0	73.0
Gender			
Male	30.3	88.0	72.1
Female	27.4	88.0	73.8
Race–ethnicity			
American Indian/Alaskan Native	28.6	—	88.9
Asian/Pacific Islander	40.2	91.7	70.0
Black, non-Hispanic	36.0	79.7	82.4
Hispanic	29.5	88.7	77.8
White, non-Hispanic	27.4	88.6	72.2
Baccalaureate degree major			
Professional fields	23.1	89.8	71.1
Business and management	16.0	84.0	70.1
Education	28.4	93.0	74.1
Engineering	31.6	96.8	66.8
Health professions	25.4	86.5	68.4
Public affairs/social services	28.4	89.6	81.1
Arts and sciences	38.6	86.8	77.3
Biological sciences	58.0	81.4	78.6
Mathematics and other sciences	37.4	90.5	70.8
Social science	34.8	86.7	80.3
History	47.1	92.2	84.5
Humanities	31.1	89.6	72.9
Psychology	41.6	82.9	88.9
Other	25.0	86.3	71.6
Highest degree expected			
Bachelor's degree	4.5	63.2	32.6
Postbaccalaureate certificate	15.6	—	50.8
Master's degree	22.2	87.0	83.3
First-professional degree	63.6	86.4	88.3
Doctoral degree	61.9	91.3	93.8
Other degree	27.8	87.9	67.0
Enrollment status April 1994			
Not enrolled	17.7	80.7	72.7
Enrolled	79.7	95.1	80.2
Full time	89.7	97.6	79.2
Part time	59.2	87.2	80.7
Employment status April 1994			
Employed	24.2	85.6	73.2
Full time	20.2	82.6	73.5
Part time	45.3	92.4	70.8
Unemployed	38.2	92.9	78.6
Out of labor force	70.6	95.2	66.9

Table III.4—Percentage of 1992–93 bachelor's degree recipients who applied to graduate or professional school, the percentage accepted among those who applied, and the percentage who considered applying among those who did not apply—Continued

	Applied to graduate/ professional school	Accepted if applied	Considered graduate/ professional education among those who did not apply
Cumulative undergraduate GPA*			
Less than 3.0	20.0	82.6	71.6
3.0–3.49	29.9	87.8	73.3
3.5 or higher	37.3	91.3	75.2
Age received bachelor's degree			
22 or younger	34.3	87.6	73.2
23–25	22.9	89.6	72.0
25–29	21.5	84.2	71.2
30–39	27.9	88.8	77.3
40 or older	26.8	90.5	74.9
Total undergraduate debt			
Did not borrow	30.5	88.7	71.1
Less than $1,000	28.1	92.4	80.0
$1,000–4,999	27.8	86.7	76.4
$5,000–9,999	28.5	85.5	74.7
$10,000–19,999	25.0	88.0	74.9
$20,000 or more	29.0	90.4	74.0
Time from postsecondary entry to bachelor's degree			
4 years or less	36.8	88.2	72.9
More than 4, up to 5 years	24.5	85.2	73.7
More than 5, up to 6 years	21.1	90.1	73.0
More than 6 years	21.4	88.0	73.2
Time from high school graduation to bachelor's degree			
4 years or less	38.0	87.9	72.9
More than 4, up to 5 years	25.0	87.0	73.5
More than 5, up to 6 years	22.3	88.0	72.3
More than 6, up to 7 years	20.2	88.8	71.7
More than 7, up to 10 years	15.8	79.6	69.1
10 years or more	25.0	88.9	75.8
Parents' educational attainment			
Less than high school	23.6	85.5	71.0
High school or equivalency	22.7	88.0	72.4
Some postsecondary education	28.3	88.6	74.4
Bachelor's degree	28.0	89.8	70.0
Advanced degree	37.1	88.1	77.8
Marital status April 1994			
Never married	31.8	87.3	74.1
Married/cohabit as married	22.0	89.8	70.5
Divorced/separated/widowed	29.4	88.9	76.8

Table III.4—Percentage of 1992–93 bachelor's degree recipients who applied to graduate or professional school, the percentage accepted among those who applied, and the percentage who considered applying among those who did not apply—Continued

	Applied to graduate/ professional school	Accepted if applied	Considered graduate/ professional education among those who did not apply
Number of children			
No children	29.6	87.7	73.0
One child	21.7	85.9	70.4
Two or more children	25.7	93.0	76.1
Degree-granting institution			
Public 4-year			
Nondoctorate-granting	24.5	86.0	72.6
Doctorate-granting	28.7	88.6	72.8
Private, not-for-profit 4-year			
Nondoctorate-granting	27.1	86.0	76.9
Doctorate-granting	35.8	88.3	72.2
Other	36.0	98.6	61.3

—Sample size too small for a reliable estimate.
*Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table III.5—Among the 1992–93 bachelor's degree recipients who did not apply to graduate school but had considered applying, the percentage distribution according to various reasons for not applying

	Debt/ aid	Costs too high	Personal reasons	Work reasons	Academic reasons	Other reasons
Total	10.0	13.8	21.1	33.3	4.9	16.9
Gender						
Male	9.4	12.9	18.4	38.7	4.1	16.5
Female	10.5	14.5	23.3	29.1	5.5	17.1
Race-ethnicity						
American Indian/Alaskan Native	2.5	19.1	28.6	24.0	0.8	24.9
Asian/Pacific Islander	6.1	14.0	15.7	41.0	6.5	16.7
Black, non-Hispanic	12.5	16.0	16.7	37.2	2.4	15.2
Hispanic	14.8	14.9	20.4	33.5	3.6	12.8
White, non-Hispanic	9.8	13.5	21.7	32.6	5.2	17.2
Baccalaureate degree major						
Professional fields	9.7	13.0	21.3	35.7	3.5	16.7
Business and management	8.7	14.6	23.5	36.8	2.7	13.7
Education	12.1	13.7	20.7	30.7	4.1	18.8
Engineering	7.9	11.6	16.5	42.9	2.2	18.9
Health professions	8.0	7.6	22.8	36.5	4.3	20.9
Public affairs/social services	14.1	12.7	12.7	33.6	7.8	19.0
Arts and sciences	10.0	13.6	22.1	29.5	7.4	17.4
Biological sciences	8.5	11.1	26.4	27.3	7.5	19.2
Mathematics and other sciences	9.3	10.3	26.5	33.6	3.9	16.5
Social science	9.5	16.2	17.6	33.1	6.6	17.0
History	3.6	10.2	21.0	27.2	15.0	22.9
Humanities	11.4	15.6	20.7	26.2	8.8	17.5
Psychology	12.4	9.9	29.1	25.4	7.0	16.1
Other	11.0	17.0	18.3	32.5	4.8	16.4
Highest degree expected						
Bachelor's degree	7.3	21.6	22.6	26.3	5.1	17.0
Postbaccalaureate certificate	—	—	—	—	—	—
Master's degree	9.9	12.5	21.5	35.2	4.3	16.5
First-professional degree	8.9	16.5	15.3	34.5	5.2	19.5
Doctoral degree	13.1	14.6	18.3	29.1	6.7	18.0
Other degree	3.3	16.9	22.6	17.5	16.5	23.3
Employment status April 1994						
Employed	10.1	14.3	20.0	34.7	4.6	16.4
Full time	9.9	13.9	20.0	36.1	4.5	15.6
Part time	11.9	16.9	20.2	23.5	5.2	22.3
Unemployed	9.5	11.6	28.8	21.7	7.8	20.7
Out of labor force	7.5	3.5	40.2	11.1	9.3	28.5
Cumulative undergraduate GPA*						
Less than 3.0	11.4	15.6	20.7	32.3	4.6	15.4
3.0–3.49	9.3	13.0	18.9	36.0	5.2	17.5
3.5 or higher	8.6	12.9	24.2	31.9	4.4	18.1
Age received bachelor's degree						
22 or younger	9.9	12.6	16.6	38.5	6.4	16.0
23–24	10.4	13.9	19.5	35.8	5.2	15.3
25–29	9.1	16.5	24.0	29.4	3.9	17.0
30–39	9.8	13.8	35.8	22.0	1.5	17.0
40 or older	11.1	16.0	27.2	16.3	0.9	28.5

Table III.5—Among the 1992–93 bachelor's degree recipients who did not apply to graduate school but had considered applying, the percentage distribution according to various reasons for not applying—Continued

	Debt/ aid	Costs too high	Personal reasons	Work reasons	Academic reasons	Other reasons
Total undergraduate debt						
Did not borrow	4.3	12.3	22.8	37.4	5.9	17.4
Less than $1,000	7.2	18.3	20.6	35.7	1.1	17.2
$1,000–4,999	10.7	13.6	18.8	33.0	4.1	19.8
$5,000–9,999	13.4	17.4	20.5	27.9	4.4	16.4
$10,000–19,999	19.3	13.4	19.2	29.9	3.6	14.5
$20,000 or more	25.2	16.6	16.4	26.0	2.6	13.2
Time from postsecondary entry to bachelor's degree						
4 years or less	8.8	12.3	16.8	38.6	6.9	16.7
More than 4, up to 5 years	11.4	14.5	18.4	35.1	5.4	15.2
More than 5, up to 6 years	10.6	12.8	20.4	35.6	5.4	15.2
More than 6 years	9.0	15.8	29.2	24.6	2.3	19.2
Time from high school graduation to bachelor's degree						
4 years or less	8.6	12.0	15.5	40.3	6.8	16.8
More than 4, up to 5 years	10.9	13.9	18.6	36.1	5.8	14.8
More than 5, up to 6 years	9.9	13.8	21.7	34.2	5.3	15.1
More than 6, up to 7 years	11.4	16.2	17.6	32.7	5.0	17.1
More than 7, up to 10 years	11.4	16.5	24.2	28.9	2.8	16.3
10 years or more	8.7	15.1	32.6	20.7	1.9	21.1
Parents' educational attainment						
Less than high school	13.1	18.7	22.7	26.4	1.9	17.1
High school or equivalency	11.3	14.7	23.9	30.8	4.3	15.1
Some postsecondary education	9.7	15.0	19.6	33.6	3.8	18.4
Bachelor's degree	8.5	13.3	20.7	34.5	5.7	17.3
Advanced degree	8.9	10.8	20.0	36.5	6.1	17.7
Marital status April 1994						
Never married	9.8	13.5	17.0	37.7	6.0	16.0
Married/cohabit as married	9.5	13.5	28.9	27.2	2.8	18.2
Divorced/separated/widowed	16.1	22.8	22.9	13.2	3.2	21.9
Number of children						
No children	10.1	13.4	18.1	36.3	5.5	16.5
One child	9.6	16.4	37.8	14.7	2.0	19.5
Two or more children	9.4	14.9	34.8	21.4	1.5	17.9
Degree-granting institution						
Public 4-year						
Nondoctorate-granting	9.0	15.8	21.5	31.6	3.7	18.4
Doctorate-granting	10.0	12.5	20.9	34.3	6.3	16.0
Private, not-for-profit 4-year						
Nondoctorate-granting	10.7	15.5	23.1	29.2	3.5	18.1
Doctorate-granting	10.3	10.6	18.1	40.2	5.7	15.1
Other	11.0	16.9	21.5	33.6	0.5	16.5

—Sample size too small for a reliable estimate.
*Self-reported.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Table III.6—Percentage of 1992–93 bachelor's degree recipients who borrowed for their undergraduate education, the average amount borrowed, the average amount still owed, and the average total debt among all degree recipients[1]

	Percent who borrowed	Total undergraduate debt among borrowers	Total undergraduate debt still owed among borrowers[2]	Total undergraduate debt among all B.A. recipients
Total	49.3	$10,167	$9,068	$5,012
Gender				
Male	49.7	10,428	9,148	5,182
Female	49.0	9,945	9,001	4,870
Race–ethnicity				
American Indian/Alaskan Native	66.2	11,204	10,151	7,421
Asian/Pacific Islander	42.7	11,377	10,808	4,857
Black, non-Hispanic	64.1	9,570	9,035	6,132
Hispanic	60.7	7,966	6,988	4,832
White, non-Hispanic	47.8	10,321	9,132	4,933
Baccalaureate degree major				
Professional fields	50.5	10,546	9,341	5,331
Business and management	46.0	10,251	8,686	4,721
Education	54.0	9,959	9,049	5,373
Engineering	55.6	10,672	9,527	5,937
Health professions	52.7	12,820	11,620	6,751
Public affairs/social services	52.6	9,246	8,804	4,861
Arts and sciences	47.0	9,734	8,907	4,577
Biological sciences	55.0	9,563	9,285	5,257
Mathematics and other sciences	49.9	9,436	9,002	4,711
Social science	43.5	9,734	8,939	4,237
History	45.2	8,627	8,512	3,898
Humanities	44.5	10,572	8,721	4,710
Psychology	49.0	9,004	8,780	4,414
Other	50.2	9,732	8,446	4,885
Graduate field of study				
All graduate/professional students	44.9	9,852	9,201	4,423
Arts and humanities	39.8	9,690	8,664	3,857
Social and behavioral sciences	42.6	11,714	11,508	4,989
Life and physical sciences	45.5	9,709	10,018	4,417
Engineering, math, computer science	52.5	10,462	8,547	5,491
Education	52.0	9,443	9,086	4,913
Business and management	46.8	8,855	8,134	4,145
Medicine or dentistry	45.7	8,489	9,757	3,876
Other health	41.5	8,553	7,626	3,546
Law	44.3	14,145	11,043	6,265
Other programs	41.5	8,356	7,668	3,467
Highest degree expected				
Bachelor's degree	43.9	9,907	9,296	4,350
Postbaccalaureate certificate	42.8	—	—	3,716
Master's degree	50.0	9,984	8,735	4,988
First-professional degree	47.0	11,070	9,416	5,206
Doctoral degree	52.8	10,615	9,696	5,608
Other degree	44.7	11,971	11,120	5,351

Table III.6—Percentage of 1992–93 bachelor's degree recipients who borrowed for their undergraduate education, the average amount borrowed, the average amount still owed, and the average total debt among all degree recipients[1]—Continued

	Percent who borrowed	Total undergraduate debt among borrowers	Total undergraduate debt still owed among borrowers[2]	Total undergraduate debt among all B.A. recipients
Enrollment status April 1994				
Not enrolled	50.4	$10,184	$9,004	$5,132
Enrolled	44.6	10,016	9,341	4,464
Full time	44.4	10,366	10,107	4,598
Part time	45.0	9,300	7,627	4,187
Employment status April 1994				
Employed	50.0	10,141	8,936	5,074
Full time	49.7	10,118	8,702	5,029
Part time	51.8	10,254	10,074	5,316
Unemployed	52.2	9,727	9,646	5,074
Out of labor force	40.4	10,223	10,262	4,131
Cumulative undergraduate GPA[3]				
Less than 3.0	51.3	10,407	8,826	5,337
3.0–3.49	49.6	10,368	9,147	5,139
3.5 or higher	46.5	9,620	9,098	4,478
Age received bachelor's degree				
22 or younger	42.0	10,740	9,162	4,511
23–24	51.7	9,769	8,475	5,046
25–29	65.2	9,626	8,900	6,277
30–39	61.5	9,442	9,404	5,805
40 or older	44.3	10,391	11,602	4,600
Time from postsecondary entry to bachelor's degree				
4 years or less	41.4	11,064	9,633	4,584
More than 4, up to 5 years	49.5	10,284	8,606	5,093
More than 5, up to 6 years	51.6	9,733	8,427	5,018
More than 6 years	59.4	9,270	9,144	5,508
Time from high school graduation to bachelor's degree				
4 years or less	40.8	11,184	9,790	4,562
More than 4, up to 5 years	46.9	10,399	8,613	4,877
More than 5, up to 6 years	51.5	9,572	7,789	4,935
More than 6, up to 7 years	56.1	8,975	8,426	5,037
More than 7, up to 10 years	67.9	9,627	8,460	6,533
10 years or more	56.8	9,428	10,003	5,354
Parents' educational attainment				
Less than high school	56.5	8,061	7,794	4,553
High school or equivalency	58.1	10,216	9,301	5,936
Some postsecondary education	57.9	9,415	8,612	5,448
Bachelor's degree	44.2	10,538	9,072	4,662
Advanced degree	38.1	10,533	9,384	4,014
Marital status April 1994				
Never married	46.7	10,530	9,050	4,921
Married/cohabit as married	52.3	9,474	8,634	4,955
Divorced/separated/widowed	67.5	10,184	11,957	6,871

Table III.6—Percentage of 1992–93 bachelor's degree recipients who borrowed for their undergraduate education, the average amount borrowed, the average amount still owed, and the average total debt among all degree recipients[1]—Continued

	Percent who borrowed	Total undergraduate debt among borrowers	Total undergraduate debt still owed among borrowers[2]	Total undergraduate debt among all B.A. recipients
Number of children				
No children	47.3	$10,339	$8,993	$4,891
One child	60.0	9,301	9,110	5,578
Two or more children	59.7	9,583	9,662	5,722
Degree-granting institution				
Public 4-year				
Nondoctorate-granting	48.0	8,252	7,315	3,965
Doctorate-granting	45.5	8,952	8,034	4,069
Private, not-for-profit 4-year				
Nondoctorate-granting	57.5	11,876	10,646	6,833
Doctorate-granting	49.5	14,147	12,423	7,008
Other	61.5	10,261	8,753	6,308

—Sample size too small for a reliable estimate.
[1]These figures represent the patterns of undergraduate debt before the reauthorization of the Higher Education Amendments of 1992 when the loan limit for Stafford loans was $2,625 per year for first- and second-year students and up to $4,000 per year for third-year or higher students, with the total loan not to exceed $17,250.
[2]This is the amount owed by those who still owed on their loan. It does not include those who paid off their loan, so it is possible for this number to be higher than the total debt. See age 40 and older group, for example.
[3]Self-reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Percentage Distributions of Row Variables

Table IV.1—Percentage distribution (in columns) of 1992–93 bachelor's degree recipients according to selected characteristics, by gender and race–ethnicity

		Gender		Race–ethnicity				
	Total	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Baccalaureate degree major								
Professional fields	51.8	51.2	52.3	51.8	46.3	52.9	49.1	52.3
Business and management	22.0	26.1	18.6	24.7	20.8	27.1	18.8	21.8
Education	12.8	6.1	18.4	12.6	5.2	8.1	11.3	13.8
Engineering	6.3	11.9	1.6	3.2	12.6	4.2	5.3	6.1
Health professions	7.3	4.1	10.0	9.6	6.3	7.7	8.1	7.3
Public affairs/social services	3.4	3.0	3.7	1.8	1.5	5.8	5.6	3.2
Arts and sciences	34.4	35.8	33.3	29.7	42.5	33.8	38.2	33.7
Biological sciences	4.5	5.1	3.9	2.5	7.5	4.9	5.2	4.2
Mathematics and other sciences	5.7	7.6	4.2	3.8	12.2	6.3	5.1	5.4
Social science	9.5	10.3	8.9	10.2	10.3	10.6	9.6	9.4
History	1.8	2.4	1.3	0.9	1.4	0.7	0.5	2.0
Humanities	9.3	8.4	10.1	11.1	10.2	7.0	11.7	9.2
Psychology	3.6	2.1	4.9	1.1	0.9	4.3	6.1	3.6
Other	13.8	13.0	14.4	18.6	11.2	13.4	12.8	14.0
April 1994 occupation[1]								
Business and management	20.1	22.8	17.9	22.5	24.9	17.6	17.2	20.2
School teacher	11.7	6.2	16.2	15.9	4.8	10.4	14.7	12.0
Engineering	4.4	8.3	1.2	4.6	6.7	2.2	4.0	4.4
Health professions	5.8	2.3	8.7	2.8	7.0	5.9	5.9	5.7
Other professions[2]	15.5	15.3	15.7	17.1	11.3	12.1	14.5	15.9
Computer science, programming	3.9	5.6	2.5	0.0	8.4	3.6	4.6	3.7
Noncomputer technician	3.0	3.1	3.0	1.4	3.5	3.5	1.8	3.1
Administrative, clerical, support	17.9	13.0	21.9	18.3	19.7	29.5	21.8	16.7
Mechanic, operator, laborer	4.1	7.0	1.7	5.5	1.6	3.6	2.3	4.3
Sales	7.1	9.2	5.4	3.3	8.8	6.0	6.7	7.1
Service	4.2	3.5	4.8	7.0	2.8	2.1	3.5	4.5
Military, protective services	2.3	3.9	1.1	1.5	0.4	3.7	3.1	2.3
Highest degree expected								
Bachelor's degree	16.0	17.8	14.5	18.3	10.3	6.7	13.0	17.2
Postbaccalaureate certificate	0.6	0.5	0.7	0.0	1.1	0.1	0.6	0.6
Master's degree	58.7	55.5	61.4	48.9	53.2	54.6	58.0	59.6
First-professional degree	6.3	7.4	5.3	1.5	12.4	10.0	6.5	5.7
Doctoral degree	17.4	18.0	16.9	27.2	21.8	28.0	20.3	16.0
Other degree	1.0	0.9	1.1	4.1	1.2	0.7	1.6	1.0
Enrollment status April 1994								
Not enrolled	82.2	81.8	82.5	85.6	79.8	83.7	79.9	82.3
Enrolled	17.8	18.2	17.5	14.4	20.3	16.3	20.2	17.7
Full time	12.0	13.4	10.8	8.8	14.1	10.5	13.6	11.9
Part time	5.8	4.8	6.7	5.6	6.1	5.9	6.6	5.8

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Table IV.1—Percentage distribution (in columns) of 1992–93 bachelor's degree recipients according to selected characteristics, by gender and race-ethnicity—Continued

		Gender		Race-ethnicity				
	Total	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Employment status April 1994								
Employed	87.0	86.5	87.4	87.1	80.1	85.1	83.3	87.8
Full time	73.1	74.9	71.6	73.6	66.0	71.0	67.4	74.0
Part time	13.9	11.6	15.8	13.4	14.1	14.1	15.9	13.8
Unemployed	4.5	4.8	4.3	4.3	6.6	7.6	7.6	4.0
Out of labor force	8.5	8.8	8.3	8.7	13.4	7.3	9.2	8.2
Employment/enrollment status April 1994								
Enrolled and employed	10.2	10.5	11.8	12.6	9.7	11.7	13.8	11.1
Enrolled and not employed	6.7	7.8	5.8	2.2	10.9	5.1	6.1	6.6
Employed and not enrolled	75.8	76.1	75.6	74.3	70.4	73.4	69.8	10.4
Neither employed nor enrolled	6.3	6.7	6.9	10.9	9.1	9.9	10.4	5.6
Cumulative undergraduate GPA[3]								
Less than 3.0	29.9	36.2	24.6	26.0	28.7	54.8	37.2	27.8
3.0–3.49	42.1	42.2	42.0	44.2	49.6	34.1	41.2	42.3
3.5 or higher	28.0	21.6	33.4	29.8	21.8	11.1	21.6	30.0
Time between high school graduation and postsecondary education								
Less than one year	89.6	89.3	89.8	77.0	89.0	87.6	84.3	90.2
One year or more	10.4	10.7	10.2	23.0	11.0	12.4	15.7	9.8
Age at postsecondary entry								
22 or younger	91.5	91.2	91.8	78.6	88.8	88.5	84.9	92.4
23–24	5.2	6.6	4.0	10.6	10.2	6.7	9.6	4.5
25–29	1.5	1.3	1.6	7.3	0.9	1.1	2.3	1.5
30 or older	1.7	0.9	2.5	3.5	0.2	3.7	3.1	1.6
Age received bachelor's degree								
22 or younger	47.0	41.9	51.3	27.5	44.0	44.0	33.2	48.4
23–24	24.7	29.8	20.4	12.9	35.4	22.2	27.9	24.1
25–29	12.4	15.1	10.1	18.0	10.6	12.9	19.9	11.9
30–39	10.0	9.0	10.7	24.3	8.2	13.3	13.2	9.6
40 or older	6.0	4.2	7.5	17.4	1.9	7.6	5.7	6.0
Time from postsecondary entry to bachelor's degree[4]								
4 years or less	35.5	30.7	39.4	27.4	35.6	24.9	23.3	36.9
More than 4, up to 5 years	27.9	30.3	25.9	22.1	34.5	27.7	28.7	27.5
More than 5, up to 6 years	11.0	13.4	9.1	7.5	12.9	15.2	13.1	10.5
More than 6 years	25.6	25.6	25.7	43.0	17.1	32.2	35.0	25.0
Time from high school graduation to bachelor's degree[4]								
4 years or less	31.1	26.5	34.8	23.7	31.8	21.1	19.4	32.4
More than 4, up to 5 years	27.6	29.3	26.2	17.0	31.8	27.9	25.6	27.6
More than 5, up to 6 years	11.2	13.5	9.3	4.2	15.6	13.9	14.0	10.6
More than 6, up to 7 years	5.3	6.6	4.2	2.4	5.6	6.9	7.0	5.0
More than 7, up to 10 years	7.4	8.8	6.3	10.8	5.2	7.8	14.9	7.1
10 years or more	17.4	15.2	19.2	42.0	10.1	22.3	19.1	17.2

Table IV.1—Percentage distribution (in columns) of 1992–93 bachelor's degree recipients according to selected characteristics, by gender and race–ethnicity—Continued

		Gender		Race–ethnicity				
	Total	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total undergraduate debt								
Did not borrow	50.7	50.3	51.0	33.8	57.3	35.9	39.3	52.2
Less than $1,000	1.4	1.3	1.4	1.3	1.5	3.4	3.3	1.1
$1,000–4,999	12.8	12.6	12.9	18.4	9.8	18.2	21.9	12.0
$5,000–9,999	14.0	14.4	13.7	14.7	14.6	14.4	16.0	13.8
$10,000–19,999	15.5	15.5	15.4	18.3	11.4	21.4	14.5	15.3
$20,000 or more	5.7	5.8	5.6	13.5	5.5	6.8	5.0	5.6
Parents' educational attainment								
Less than high school	4.5	3.8	5.1	17.9	5.0	11.8	22.9	2.8
High school or equivalency	26.9	25.5	28.0	32.5	22.4	31.2	25.5	26.9
Some postsecondary education	19.2	18.7	19.7	21.0	19.9	20.9	18.7	19.2
Bachelor's degree	23.7	24.7	22.9	14.5	25.5	16.5	17.3	24.5
Advanced degree	25.7	27.2	24.4	14.2	27.1	19.7	15.6	26.7
Marital status April 1994								
Never married	66.2	71.0	62.2	40.8	84.0	71.7	62.8	65.1
Married/cohabit as married	29.8	26.9	32.2	37.7	15.7	21.0	32.6	31.1
Divorced/separated/widowed	4.0	2.1	5.6	21.6	0.3	7.3	4.7	3.8
Number of children								
No children	84.3	86.9	82.1	68.9	91.8	75.0	76.7	85.0
One child	7.7	6.2	9.0	16.0	4.0	13.7	10.3	7.3
Two or more children	8.0	7.0	8.9	15.1	4.2	11.3	13.0	7.7
Degree-granting institution								
Public 4-year								
Nondoctorate-granting	23.1	21.0	25.0	42.8	15.3	22.6	26.9	23.3
Doctorate-granting	42.0	45.2	39.4	39.0	47.5	36.7	39.3	42.3
Private, not-for-profit 4-year								
Nondoctorate-granting	17.9	16.1	19.4	10.0	8.1	25.5	15.6	18.2
Doctorate-granting	13.4	14.0	12.9	2.1	17.4	12.1	15.0	13.1
Other	3.5	3.6	3.3	6.1	11.8	3.1	3.2	3.0
First postsecondary institution								
Public								
4-year	54.4	56.3	52.7	54.3	59.1	56.2	53.5	54.1
2-year	16.3	15.4	17.0	30.0	15.4	11.1	17.9	16.5
Less-than-2-year	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private, not-for-profit								
4-year	27.5	26.8	28.1	14.8	24.4	30.9	27.0	27.5
Less-than-4-year	0.8	0.6	1.0	1.0	0.0	0.1	0.3	0.9
Private, for-profit	1.0	0.8	1.1	0.0	1.0	1.8	1.3	0.9
Number of institutions attended								
One	46.3	47.6	45.1	26.8	53.5	52.0	47.5	45.5
Two or more	53.8	52.4	54.9	73.2	46.5	48.0	52.5	54.5

Table IV.1—Percentage distribution (in columns) of 1992–93 bachelor's degree recipients according to selected characteristics, by gender and race-ethnicity—Continued

		Gender		Race-ethnicity				
	Total	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Began postsecondary education at sample institution								
Began elsewhere	38.2	38.1	38.2	63.1	30.3	31.7	38.4	39.0
Began at sample institution	61.8	61.9	61.8	36.9	69.7	68.3	61.6	61.0
Entrance examination score quartile								
Bottom 25%	15.8	14.2	17.2	13.1	8.7	32.5	20.1	14.9
Middle 50%	35.0	38.2	32.4	21.2	29.0	20.7	25.0	37.3
Top 25%	16.9	21.0	13.4	19.2	21.3	4.8	9.1	18.0
No exam taken or no score reported	32.3	26.5	37.0	46.5	41.0	42.0	45.8	29.8
Transfer of credit								
Began at sample institution or did not transfer credits	65.6	66.1	65.2	39.4	73.9	71.0	65.6	64.9
Began elsewhere and transferred credits								
Transferred less than 10% of credits	2.2	2.2	2.3	10.6	2.3	1.5	1.3	2.3
Transferred 10–25% of credits	6.2	7.0	5.5	8.0	10.1	5.7	4.7	6.1
Transferred 26–50% of credits	15.5	15.0	15.9	24.3	8.1	13.1	13.9	16.1
Transferred more than 50% of credits	10.5	9.7	11.1	17.6	5.7	8.8	14.5	10.6
Total months stopped out between institutions								
No between-institution stopout[5]	75.4	75.8	75.1	63.0	86.4	76.7	76.5	74.6
Less than 6 months	8.0	7.9	8.1	7.8	3.5	4.7	7.1	8.6
6–11 months	2.9	2.8	3.0	1.3	1.8	3.1	2.7	3.0
12–23 months	3.8	4.1	3.6	6.3	3.2	4.4	2.5	3.9
24–35 months	1.8	2.3	1.4	0.0	0.8	2.9	2.1	1.8
36 months or more	8.1	7.2	8.8	21.7	4.3	8.2	9.1	8.1
Ever taken remedial instruction								
Yes	9.9	8.4	11.1	26.4	12.8	18.0	13.3	8.8
No	90.1	91.6	88.9	73.6	87.2	81.9	86.7	91.2
Overall grades at NPSAS institution								
Mostly A's	13.1	9.6	16.0	15.8	8.6	4.2	6.9	14.4
A's and B's	29.9	26.0	33.2	25.0	31.0	13.5	26.6	31.3
Mostly B's	41.0	44.3	38.2	44.2	42.3	50.5	45.0	39.9
B's and C's	13.7	17.1	10.8	11.9	17.1	29.2	18.4	12.1
Mostly C's	1.9	2.7	1.3	1.5	1.0	2.0	2.8	1.9
C's and D's or below	0.4	0.3	0.5	1.5	0.0	0.5	0.3	0.4

Table IV.1—Percentage distribution (in columns) of 1992–93 bachelor's degree recipients according to selected characteristics, by gender and race–ethnicity—Continued

		Gender		Race–ethnicity				
	Total	Male	Female	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Overall grades in undergraduate major								
Mostly A's	23.4	18.3	27.6	25.9	16.1	9.0	16.5	25.3
A's and B's	28.0	26.7	29.0	22.0	25.6	16.8	23.3	29.2
Mostly B's	40.0	44.5	36.2	40.4	47.9	54.6	48.9	37.8
B's and C's	7.1	8.9	5.6	8.7	9.4	16.1	9.7	6.1
Mostly C's	1.2	1.4	1.0	1.5	0.9	3.1	1.3	1.1
C's and D's or below	0.4	0.3	0.5	1.5	—	1.1	0.3	0.5

—Sample size too small for a reliable estimate.
[1]Limited to those who were employed in April 1994.
[2]All other professional occupations excluding business, teaching, engineering, and health. See appendix A for more detail.
[3]Self-reported.
[4]Limited to first-time bachelor's degree recipients.
[5]Includes all students who attended only one institution, as well as those who attended more than one institution but had no gaps of 4 months or longer between institutions.

NOTE: Cells contain column percentages. Details may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Appendix A

Glossary

This glossary describes the variables used in this report. The variables were taken directly from the NCES B&B:93/94 Data Analysis System (DAS), an NCES software application that generates tables from the B&B data. A description of the DAS software can be found in appendix B. The labels in parentheses correspond to the names of the variables in the DAS.

The glossary is organized into five sections: time to bachelor's degree, undergraduate education, employment, postbaccalaureate enrollment, and student characteristics. The following is a list of variables that appear in this report and the glossary page where they can be found.

Time to Bachelor's Degree

Time between high school graduation and postsecondary education . . 109
Time from postsecondary entry to bachelor's degree 109
Time from high school graduation to bachelor's degree 109

Undergraduate Education

Attainment prior to bachelor's degree 109
Baccalaureate degree major 109
Began postsecondary education at sample institution 111
Cumulative undergraduate GPA . . 111
Degree-granting institution 111
Ever taken remedial instruction . . 111
First postsecondary institution . . . 111
GPA in undergraduate major 112
Number of institutions attended . . 112
Overall grades at NPSAS institution 112
Overall grades in undergraduate major 113
Total months stopped out between institutions 113
Total undergraduate debt 113
Total undergraduate debt still owed 113
Transfer of credit 113

Employment

Annual salary at April job 114
April job required a bachelor's degree 114
April 1994 occupation 114
Degree of career potential at April job 116
Employment status April 1994 . . . 116
Employment/enrollment status April 1994 117
Experienced any unemployment . . 117
Number of consecutive months unemployed 117
Number of jobs in April 1994 . . . 117
Relationship between April job and degree 117
Unemployment rate 117

Postbaccalaureate Enrollment

Considered attending graduate school 117
Enrollment status April 1994 118
Graduate field of study 118
Highest degree expected 119
Highest degree program after bachelor's degree 120
Number of schools accepted 120
Primary reason for not applying to graduate school 120
Respondent applied to graduate school 121
Taken courses since graduation . . 121

Student Characteristics

Age at postsecondary entry 121
Age received bachelor's degree . . 121
Entrance examination score quartile 121
Gender 121
Marital status April 1994 121
Number of children 122
Parents' educational attainment . . . 122
Race–ethnicity 122

Time to Bachelor's Degree

Time between high school graduation and postsecondary education (HSTOPSE)

Represents the number of months between the date of high school graduation and the date respondent began postsecondary education. If a respondent was missing either date, HSTOPSE was set to missing. HSTOPSE was calculated for only those students receiving their first bachelor's degree in 1992-93. That is, if they held a previous bachelor's degree or higher degree they were not included.

Time from postsecondary entry to bachelor's degree (BATIME2)

Represents the number of months between the date the respondent began postsecondary education and the date of bachelor's degree receipt. If a respondent was missing either date, BATIME2 was set to missing. In a few cases, the value for BATIME2 was less than 30 months; these cases were excluded. BATIME2 was calculated for only those students receiving their first bachelor's degree in 1992-93.

Time from high school graduation to bachelor's degree (BATIME1)

Represents the number of months between the date of high school graduation and the date the respondent received the bachelor's degree. If a respondent was missing either date, BATIME1 was set to missing. In a few cases the value for BATIME1 was less than 30 months; these cases were excluded. BATIME1 was calculated for only those students receiving their first bachelor's degree in 1992-93.

Undergraduate Education

Attainment prior to bachelor's degree (HIOTHDEG)

Highest degree held by respondent before completing the B&B bachelor's degree

None
Certificate
Associate's degree
Bachelor's degree or higher

Baccalaureate degree major (BAMAJOR)

A respondent's undergraduate major field of study was coded during the interview with an on-line program developed by NCES. In this report major fields were collapsed into categories equivalent to the Recent College Graduate Surveys for comparison purposes (numbers in parentheses are codes from the on-line program). If respondents reported more than one major, this variable represents the first one mentioned.

Business and management
Accounting (10)
Business fields (11-16)
Includes finance, business/management systems, business/management administration, business support, and marketing/distribution.

Education

Includes early childhood (25), elementary (26), secondary (27), special (28), physical education (29), and all others (30).

Engineering

Includes electrical (31), chemical (32), civil (33), mechanical (34), engineering technology (36), and all others (35).

Health professions

Allied Health (40-41)

Includes dental/medical technician, community/mental health, nurse assisting, and all others.

Health/Physical Education/Recreation (42)

Health (45-54)

Includes audiology, clinical health science, dentistry, medicine, veterinary medicine, nursing, health/hospital administration, public health, dietetics, and all others.

Public affairs/social services

Protective services (89)

Social work (90)

Public administration (not social work) (91)

Biological sciences

Includes zoology (66), botany (67), biochemistry (68), biophysics (69), and all others (70).

Mathematics and other sciences

Mathematics (71-72)

Includes statistics and other mathematics (not statistics).

Computer sciences (20-22)

Includes computer programming, data processing technology, and computer and information sciences.

Physical sciences (84-87)

Includes chemistry, earth sciences, physics, and all others (not chemistry/physics/earth science)

Social science

Anthropology/archaeology (92)

Economics (93)

Geography (94)

Sociology (96)

Political science (97)

International relations (98)

History (95)

Humanities

Foreign languages (37-39)

Includes non-European and European/general.

Letters (61-63)

Includes English/American literature, creative/technical writing, and all others.

Philosophy/theology (81-83)

Design (108)

Speech/drama (109)

Film arts (110)
Music (111)
Art history/fine arts (112)
Fine and performing arts (all others) (113)

Psychology (88)

Other (all others)

Began postsecondary education at sample institution (FNCNPS)

Indicates whether a student began postsecondary education at the degree-granting institution.

Began at sample institution
Began elsewhere

Cumulative undergraduate GPA (GPACUM)

Cumulative grade point average as reported by respondent. If respondent indicated a grading scale other than a 4-point scale, grades were converted to a 4-point scale.

Degree-granting institution (SECTOR_B)

Identifies the type of institution that awarded the bachelor's degree.

Public institution
4-year, nondoctorate-granting (institution that grants up to master's degrees)
4-year, doctorate-granting
Private, not-for-profit (independent) institution
4-year, nondoctorate-granting (institution that grants up to master's degrees)
4-year, doctorate-granting
Other
Private, for-profit institutions and institutions whose type could not be determined (a small number of 1992–93 bachelor's degree recipients were sampled at an institution other than the one where they received the degree).

These categories may be combined in some tables.

Ever taken remedial instruction (REMEVER)

Based on students' responses (yes/no) to the base year survey question, "Since you started your postsecondary education, have you ever taken any remedial or developmental instruction to improve your reading, writing, math, or study skills?"

First postsecondary institution (FSCTYPE)

Identifies the type of postsecondary institution first attended after high school.

Public institutions
A publicly controlled institution operated by publicly elected or appointed officials who control the institution's programs and activities.

Less-than-2-year (primarily vocational/technical institutions that offer programs lasting from 3 months to less than 2 years)

2-year (primarily community colleges, programs at least 2 years in length awarding certificates and associates' degrees but not bachelor's degrees)

4-year (institutions that grant bachelor's degrees, including doctorate- and nondoctorate-granting institutions)

Private, not-for-profit (independent) institutions

An institution controlled by an independent governing board and incorporated under section 501(C)(3) of the Internal Revenue Code.

Less-than-4-year
4-year

Private, for-profit institutions

An institution that is neither public nor incorporated as not-for-profit.

GPA in undergraduate major (GPAMAJ)

Self-reported grade point average in courses required for the major. If a respondent indicated a grading scale other than a 4-point scale, grades were converted to a 4-point scale.

Number of institutions attended (NUMINST)

Total number of postsecondary institutions attended prior to completing the B&B bachelor's degree.

One
Two or more

Overall grades at NPSAS institution (GRADECUM)

Combines student-reported grade point average (GRADECUM) with categorical responses to the survey item asked only of students who were unable to supply an exact GPA (CUMGRADES). Exact GPAs were mapped as follows:

GRADECUM	GPACUM
Mostly A's	3.74 or higher
A's and B's	3.25–3.74
Mostly B's	2.75–3.24
B's and C's	2.25–2.74
Mostly C's	1.75–2.24
C's and D's	1.25–1.74
Mostly D's or below	1.25 or below

Overall grades in undergraduate major (GRADEMAJ)

Combines student-reported grade point average in the major (GPAMAJ) with categorical responses to the survey item asked only of students who were unable to supply an exact GPA (GRDSMAJ). Exact GPAs were mapped as follows:

GRADEMAJ	GPAMAJ
Mostly A's	3.74 or higher
A's and B's	3.25–3.74
Mostly B's	2.75–3.24
B's and C's	2.25–2.74
Mostly C's	1.75–2.24
C's and D's	1.25–1.74
Mostly D's or below	1.25 or below

Total months stopped out between institutions (STOPTOT)

Examining start and end dates for all postsecondary institutions attended prior to bachelor's degree receipt, nonenrolled spells between institutions of at least 4 months' duration were identified. The total duration of all such nonenrolled spells of 4 months or more was then calculated. Note that interruptions in enrollment followed by a return to the original institution could not be identified. For tables examining time from postsecondary entry to degree completion, students with 6 or more months of between-institution stopout were excluded to reduce the confounding effect of extended nonenrollment.

None (includes all students who attended 1 institution)
Less than 6 months
6–11 months
12–23 months
24–35 months
36 months or more

Total undergraduate debt (TOTDEBT)

Respondents were asked to confirm the total debt reported in the 1992-93 NPSAS survey. If they had not provided the information, they were asked to provide it in this survey. Sources include federal, state, and institutional loans, as well as loans from family, friends, relatives, banks, savings and loans, and credit unions, and loans that have been repaid.

Total undergraduate debt still owed (UNDGROWE)

Amount of undergraduate debt still owed as of interview date.

Transfer of credit (CREDTRAN)

For students who began postsecondary education at an institution other than the sample institution, this variable identifies the proportion of total credits that were earned elsewhere. Note that transferred credits may include credits earned after enrolling at the sample institution.

Began at sample institution or did not transfer credits
Began elsewhere and transferred credits
Transferred less than 10% of credits
Transferred up to 10-25% of credits
Transferred up to 26-50% of credits
Transferred more than 50% of credits

Employment

Annual salary at April job (APRANSAL)

This variable was constructed by annualizing the wages/salary reported by respondents for their April 1994 job. If respondent worked more than one job, the wages for all jobs were summed. Thus, APRANSAL was computed by rounding the sum of the wages reported per pay period by the number of pay periods in a year. Tables reporting salaries were restricted to respondents employed full time in April 1994. In addition, graduates reporting salaries of less than $1,000 or more than $500,000 were removed from the analysis.

April job required a bachelor's degree (AJOBDEGR)

Respondents were asked whether or not a bachelor's degree was required to obtain their April job (yes/no).

April 1994 occupation (AJOBOCC)

Occupation code for respondents' primary (i.e., most hours) April job. The occupation was coded during the interview with an on-line coding program developed by NCES. This report aggregated the coded occupations as follows (the numbers in parentheses are the codes from the on-line coding program):

<u>Business and management</u>
Manager/administrator, sales/purchasing (8)
Includes sales managers, buyers, advertising agents, insurance brokers, and underwriters.
Manager/administrator, government (9)
Includes local, state, and federal government managers, supervisors, administrators, treasurers, assessors, controllers, inspectors, and school administrators and principals.
Manager/administrator, retail/hospitality (10)
Stores, hotels, restaurants, bars, or other retail establishments.
Manager/administrator, manufacturing/construction (11)
Quality control and line supervisors.
Manager/administrator, other (12)
Proprietor/owner, retail/hospitality (21)
Proprietor/owner, manufacturing/construction (22)
Proprietor/owner, other (23)

<u>School teacher</u>
Elementary/secondary school teacher (26)
Includes substitute and pre-school teachers.

Engineering

All professional engineers (17)

Includes mechanical, electrical, agricultural aeronautical, chemical, mining, materials, and petroleum.

Health professions

Nonphysician (16)

Includes registered nurses, therapists, pharmacists, dietitians, and clinical psychologists.

Physician (17)

Includes physicians, dentists, veterinarians, optometrists, chiropractors, and podiatrists.

Other professions

Professions other than business, education, engineering, health, and computer science

Arts and entertainment occupations (15)

Includes actors, artists, writers, athletes, dancers, designers, editors, reporters, musicians, composers, photographers, public relations, radio/television announcers, and other entertainers.

Legal professions (lawyer, judge) (19)

All other professions (20)

Includes clergies, social workers, professors, scientists, architects, librarians, and accountants.

Computer science, programming (28)

Includes computer technicians, systems analysts/specialists, and computer engineering assistants.

Noncomputer technician (29)

Includes drafters, medical/dental technicians, hygienists, pilots, radiology technicians, clinical lab technicians, and engineering assistants.

Administrative, clerical, support

Secretarial (01)

Includes typists, receptionists, computer/machine operators, payroll/time-keepers, shipping/receiving clerks, and stenographers.

Financial clerical (02)

Includes bookkeepers, bank tellers, billing clerks, cashiers, bill collectors, real estate appraisers, and insurance adjusters.

Other clerical (03)

Includes ticket/travel agents, mail carriers/handlers, postal clerks, messengers, meter readers, enumerators, interviewers, dispatchers, library assistants, teacher aides, and stock clerks.

Mechanic, operator, laborer

Crafts, precision production/repair (04)

Includes bakers, mechanics, painters, carpenters, jewelers, machinists, repairers, excavators, inspectors, electricians, millers, sign painters, tailors, telephone lineworkers, upholsterers, opticians, plasterers, paper hangers, and plumbers.

Agriculture, fishing (05)

Includes farmers, horticulturists, gardeners/groundskeepers, trappers, foremen, and fish farmers.

Laborer (07)

Includes apprentices, construction workers, sanitation workers, longshoremen, stevedores, teamsters, vehicle washers, miscellaneous laborers, freight/material handlers, and carpenter's helpers.

Skilled operative, machinery/equipment (14)
Includes assemblers, drivers, machine operators, cutters, graders, meat cutters, sailors, fire fighters, welders, textile carders/loopers/knitters, stitchers/sewers, riveters, punchers, mine operatives, and bottlers.

Sales (25)
Includes all sales positions, advertisers, auctioneers, insurance agents, real estate agents, and brokers.

Service (27)
Includes domestics, barbers, janitors, waiters/waitresses, attendants, nursing aides, baggage porters, bellhops, orderlies, house-keepers, hairdressers, paper carriers, child care workers, launderers, bootblacks, and lifeguards.

Other
Military personnel (13)
Protective services (24)

Degree of career potential at April job (AJOBPOTN)

Indication of the degree of career potential respondents reported for their primary (i.e., most hours) April job.

Definite career potential
Possible career potential
Not much career potential

Employment status April 1994 (EMPLOY22)

Respondents were asked to provide information for all their jobs since graduating from college, including the beginning and ending dates. Based on these dates, monthly indicators were constructed characterizing the employment status of each respondent. Respondents were asked to provide additional information for their April job. A job was considered full-time if respondent reported working 35 or more hours. For respondents with more than one job, the status variable characterizes the job they reported as their primary employment, i.e., the job they worked the most hours. Thus if they were employed in a full time job and a part-time job, they were coded as full time. If they worked 2 or more part-time jobs, they were coded as part time even if their hours totaled 35 or more per week.

Full time
Part time
Unemployed
Out of the labor force

Note: Unemployment implies that the respondent reported looking for work. This differs from being out of the labor force, which implies the respondent was not available for work and not looking for work. Most respondents who were out of the labor force were enrolled in further schooling.

Employment/enrollment status April 1994 (ENREMP22)

Indicates the respondent's enrollment and employment status in April 1994.

Enrolled and employed
Enrolled not employed
Employed not enrolled
Neither employed nor enrolled

Experienced any unemployment (UNEMPLSP)

Variable identifies respondents with any unemployment spells since graduation. A spell was defined as one or more contiguous months of unemployment since college graduation. The variable was created using the monthly employment indicators. If respondent was unemployed during the month, an unemployment spell was constructed. Note, this does not include those who were not in the labor force. The maximum number of spells detected was four.

Number of consecutive months unemployed (UNEMPPRD)

Indicates the longest period of continuous unemployment (in months) since respondent received the bachelor's degree.

Number of jobs in April 1994 (AJOBNUM)

Number of jobs reported by respondents who were employed in April 1994. This was calculated using the start and end dates for all jobs recorded in the job section.

Relationship between April job and degree (AJOBRELT)

Indication of how closely related respondents' primary (i.e., most hours) April job was to their field of study.

Closely related
Somewhat related
Not at all related

Unemployment rate (EMPLOY22)

Based on April 1994 enrollment status indicator with those who were out of the labor force removed from the base.

Postbaccalaureate Enrollment

Considered attending graduate school (WANTAPP)

Indicates whether or not a respondent ever considered attending graduate or professional school (yes/no). It was asked only of respondents who had not applied to graduate school.

Enrollment status April 1994 (ENRGL22)

Respondents were asked about enrollment in any education after their bachelor's degree and the dates of enrollment. Based on these dates, monthly enrollment indicators were constructed.

Not enrolled
Enrolled full time
Enrolled part time

Graduate field of study (GRMAMOR1)

This variable identifies the field of study for respondents who enrolled in post-baccalaureate education using the same on-line coding program as that used for undergraduate major. It represents the highest program in which respondents enrolled if they enrolled in more than one. In the tables where graduate field of study is presented, only respondents who were in graduate programs (i.e., post-baccalaureate certificate, master's, doctoral, or professional degrees) were included. The major codes were collapsed to make them comparable to those found in the NPSAS survey graduate major.

Arts and Humanities
- Area studies (7-9)
- Foreign languages (37-39)
  - Includes non-European and European/general.
- Letters (61-64, 74)
  - Includes English/American literature, creative/technical writing, liberal and women's studies and all others.
- Philosophy/theology (81-83)
- Commercial art (104)
- Design (108)
- Speech/drama (109)
- Film arts (110)
- Music (111)
- Art history/fine arts (112)
- Fine and performing arts (all others) (113)

Social and behavioral sciences
- American civilization (6)
- Psychology (88)
- Social work (90)
- Anthropology/archaeology (92)
- Economics (93)
- Geography (94)
- History (95)
- Sociology (96)
- Political science (97)

Life and physical sciences
- Includes natural resources (3), forestry (4) zoology (66), botany (67), biochemistry (68), biophysics (69), and all others (70)
- Interdisciplinary sciences (75-78)
- Physical sciences (84-87)
  - Includes chemistry, earth sciences, physics, and all others (not chemistry/physics/earth science)

Engineering, mathematics, and computer science

Engineering (31-36)

Includes electrical, chemical, civil, mechanical, engineering technology, and all others.

Electronics (102)

Mathematics (71-72)

Includes statistics and other mathematics (not statistics).

Computer sciences (20, 22)

Includes computer programming, and computer and information sciences

Education

Includes early childhood (25), elementary (26), secondary (27), special (28), physical education (29), and all others (30); and library and archival sciences (65).

Business and management

Accounting (10)

Business fields (11-16)

Includes finance, business/management systems, business/management administration, business support, and marketing/distribution.

Data processing technology (21)

Public administration (not social work) (91)

International relations (98)

Medicine and dentistry (47-49)

Includes medicine, veterinary medicine, and dentistry

Other health

Allied Health (40-44)

Includes dental/medical technician, community/mental health, nurse assisting, and all others.

Health (45, 50-54)

Includes audiology, clinical health science, health/hospital administration, public health, dietetics, and all others.

Law

(60)

Other (all others)

Highest degree expected (HIGHDEG)

Respondents' educational expectations approximately one year after their graduation.

Bachelor's degree (respondent will not pursue any additional credentials)

Postbaccalaureate certificate (e.g., teaching credential)

Master's degree

First-professional degree (law, medicine, dentistry, theology)

Doctoral degree

Other degree

Highest degree program after bachelor's degree (GRPROG)

Identifies the highest degree program in which respondents had enrolled at any time after receiving the bachelor's degree.

Nondegree program (respondent has taken courses not leading to a degree)
Associate's degree or vocational certificate or license
Bachelor's degree
Postbaccalaureate certificate (enrolled in a postbaccalaureate certificate program; most are pursuing teaching credentials)
Master's degree
Doctoral degree
First-professional (enrolled in a program leading to a professional degree including law, medicine, dentistry, veterinary medicine, and theology)

Note in some tables doctoral and first-professional degrees are aggregated. In addition, when students are identified as being in graduate or professional programs; this includes those in baccalaureate certificate, master's degree, doctoral, and professional programs.

Number of schools accepted (ACCEPT)

Among respondents who applied to graduate school, the number of schools at which they reported being accepted.

Primary reason for not applying to graduate school (REASNAP)

If respondent did not apply to graduate or professional school, and had considered it, the primary reason for not applying from among the following choices:

Debt or aid reasons
Undergraduate education debt too high
Too much other debt
Not enough financial aid or assistance

Costs too high

Personal reasons
Wanted to take time off
Family responsibilities too demanding
Don't like school
Location, no school nearby

Work reasons
Not necessary for career
Working and happy with current job
Want work experience before attending
Need to work and save money for graduate school
Job responsibilities too demanding

Academic reasons

Undecided about what to study
Need better grades, scores
Missed application or test deadline
Graduate school too difficult

Other reasons

Respondent applied to graduate school (EVERAPP)

Indicates whether a respondent ever applied to a graduate school (yes/no).

Taken courses since graduation (PBACHED)

Respondents were asked if they had taken any courses since receiving their bachelor's degree (yes/no). Courses had to be taken for credit and offered by a college, university, technical, or vocational school.

Student Characteristics

Age at postsecondary entry (AGECOLL)

Students' age as of the date they began postsecondary education.

Age received bachelor's degree (AGEATBA)

Identifies the respondent's age upon bachelor's degree receipt at the NPSAS school.

Entrance examination score quartile (SATACTQ)

Students' scores on the SAT and ACT college entrance examinations were drawn from institutional records where possible, and otherwise from the student survey. Survey participants with SAT or ACT test scores were assigned a quartile rank relative to the B&B sample. Because some students took only one of the two tests, the two quartile ranks were combined into a single variable. If an SAT score was available, the SAT quartile rank was used because a larger percentage of the sample reported SAT scores. Otherwise, the ACT quartile rank was used. Those with no score available were reported separately. This group includes those who did not take either test, those who may have taken one or both tests but did not report scores, and those whose test status was unknown.

Gender (RSEX)

Male
Female

Marital status April 1994 (MARSTAT)

Never married
Married/cohabit as married
Divorced/separated/widowed

Number of children (DEPENDEN)

The number of children for whom respondent was financially responsible (at least half the children's support) at the time of their interview. Note, only respondents who indicated they had children were asked this question, all others were considered a legitimate skip. In the tables, the legitimate skip codes were combined with the zero codes (i.e., had children but were not financially responsible for at least half their support) to form the "no children" category.

No children
One child
Two or more children

Parents' educational attainment (PAREDUC)

The highest level of education completed by either parent.

Less than high school
High school or equivalency
Some postsecondary education (including associate's degree)
Bachelor's degree
Advanced degree

Race-ethnicity (RETHNIC)

Created by combining two items respondents reported, their race (American Indian, Asian, black, white, other) and whether or not they were of Hispanic origin.

American Indian/Alaskan Native
Asian/Pacific Islander
Black, non-Hispanic
Hispanic
White, non-Hispanic

Appendix B

Technical Notes and Methodology

Baccalaureate and Beyond Longitudinal Study[41]

The Baccalaureate and Beyond Longitudinal Study (B&B:93) tracks the experiences of a cohort of college graduates who received a bachelor's degree during the 1992–93 academic year. This group's experiences in the areas of further education and degree completion, employment, public service, family formation, and other adult decisions will be followed for 12 years. B&B:93 will provide data to assess the outcomes of postsecondary education, including graduate and professional program access, labor market experience, and rates of return on investment in education.

Participants in the 1993 National Postsecondary Student Aid Study (NPSAS:93) who received their bachelor's degree between July 1992 and June 1993 form the base sample for the B&B study. Approximately 12,500 NPSAS:93 respondents were identified as eligible for the first followup survey, which was conducted between July 1993 and December 1994 (roughly one year after participants' graduation). Approximately 1,500 members of this initial sample were determined to be ineligible at the time of the followup interview, and about 900 others were not interviewed (usually because they could not be located or refused to participate), generating a final sample of 10,080 college graduates. Table B1 shows the case disposition for the survey according to gender, race, and age at degree receipt. An overall response rate of 92 percent was achieved for the first followup survey.

The NPSAS:93 sample, while representative and statistically accurate, was not a simple random sample. Instead, the survey sample was selected using a more complex three-step procedure with stratified samples and differential probabilities of selection at each level. First, postsecondary institutions were initially selected within geographic strata. Once institutions were organized by zip code and state, they were further stratified by control (i.e., public; private, not-for-profit; or private, for-profit) and degree offering (less-than-2-year, 2- to 3-year, 4-year nondoctorate-granting, and 4-year doctorate-granting).[42] For more detailed information about the NPSAS:93 survey, refer to the *Methodology Report for the National Postsecondary Student Aid Study, 1992–93* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995). For more information on procedures for the Baccalaureate and Beyond First Followup Study (B&B:93/94), consult the *Baccalaureate and Beyond Longitudinal Study: 1993/94 Methodology Report* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, forthcoming).

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[41]The text in this section is based on excerpts from *Baccalaureate and Beyond Longitudinal Study: 1993/94 Methodology Report* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

[42]The NPSAS universe excludes institutions offering only correspondence courses, institutions enrolling only their own employees, and U.S. service academies.

Table B1—Percentage distribution of eligible cases according to B&B: 93/94 case disposition, by selected demographic characteristics

	Complete	Refused	Unlocatable	Other noninterview
Total	92.0	5.8	0.9	1.3
Age				
Under 23	99.3	0.4	0.1	0.1
23–29	90.1	7.2	1.0	1.7
30 or over	91.3	6.5	1.0	1.1
Missing	29.5	53.3	8.6	8.6
Gender				
Male	92.7	4.9	1.1	1.4
Female	91.5	6.5	0.7	1.3
Missing	0	100.0	0	0
Race				
American Indian	93.3	4.0	0.0	2.7
Asian/Pacific Islander	89.7	4.9	3.1	2.3
Black	93.0	4.1	1.3	1.5
White	92.7	5.6	0.7	1.0
Other/Missing	71.9	18.0	2.8	7.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and non sampling errors. Sampling errors occur because observations are made only on samples of students, not on entire populations. Nonsampling errors occur not only in sample surveys but also in censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and imputing missing data.

Data Analysis System

The estimates presented in this report were produced using the B&B:93/94 Data Analysis System (DAS). The DAS software makes it possible for users to specify and generate their own tables from the B&B data. With the DAS, users can replicate, modify, or expand upon the tables presented in this report. In addition to the table estimates, the DAS calculates both standard errors appropriate for the study's complex sampling procedures and

weighted sample sizes for these estimates.[43] For example, table B2 presents the standard errors that correspond to table 11 in the text. If the number of valid cases is too small to produce a reliable estimate, the DAS prints the message "low-N" instead of the estimate.

In addition to generating tables, the DAS will also produce a correlation matrix of selected variables. This matrix can be used by statistical software packages to estimate linear regression models. In addition to the correlation matrix, the DAS produces a table of design effects (DEFTs) for all the variables in the correlation matrix. Since most statistical software packages compute standard errors for regression coefficients based on an assumption of simple random sampling, the standard errors must be adjusted with the design effects to take the complex sample design into account.

For more information about the NCES B&B:93/94 Data Analysis System, contact:

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555 New Jersey Avenue, NW
Washington, DC 20208-5652

(202) 219-1365
Internet address: Aurora_D'Amico@ED.GOV

[43]The B&B sample is not a simple random sample and, therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

Table B2—Standard errors corresponding to table 12

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Total	1.26	0.92	0.53	0.72
Gender				
Male	1.53	1.31	0.84	0.88
Female	1.41	1.03	0.63	0.88
Race-ethnicity				
American Indian/Alaskan Native	11.48	8.46	4.00	9.24
Asian/Pacific Islander	4.79	5.35	2.18	3.59
Black, non-Hispanic	3.33	2.88	2.30	2.88
Hispanic	3.17	2.80	2.45	2.87
White, non-Hispanic	1.36	0.96	0.56	0.73
Baccalaureate degree major				
Professional fields	1.45	1.16	0.73	0.96
Business and management	2.14	1.81	1.12	1.52
Education	2.05	1.68	1.18	1.32
Engineering	3.03	3.14	2.05	2.26
Health professions	2.89	2.80	1.98	2.68
Public affairs/social services	4.06	3.57	3.87	2.72
Arts and sciences	1.59	1.14	0.82	0.91
Biological sciences	3.37	2.48	1.59	2.30
Mathematics and other sciences	3.38	2.53	1.61	2.17
Social science	2.51	2.07	1.39	1.31
History	5.09	4.45	5.83	1.67
Humanities	2.38	1.97	1.66	1.89
Psychology	3.74	3.59	1.57	3.22
Other	2.37	2.49	1.20	1.33
Time between high school graduation and postsecondary education				
Less than 1 year	1.29	0.97	0.53	0.66
One year or more	1.83	2.48	1.86	2.79
Ever taken remedial instruction				
Yes	2.36	2.36	2.12	2.48
No	1.30	0.98	0.55	0.72
Cumulative undergraduate GPA				
Less than 3.0	1.57	1.37	0.97	1.08
3.0–3.49	1.67	1.39	0.71	0.89
3.5 or higher	1.89	1.32	0.96	1.37
Total undergraduate debt				
Did not borrow	1.47	1.13	0.67	0.90
Less than $1,000	6.70	6.80	4.78	4.26
$1,000–4,999	2.22	2.01	1.29	1.69
$5,000–9,999	2.33	2.69	1.56	1.90
$10,000–19,999	2.25	1.78	1.25	1.35
$20,000 or more	3.24	3.04	1.81	1.71

Table B2—Standard errors corresponding to table 12—Continued

	4 years or less	More than 4, up to 5 years	More than 5, up to 6 years	More than 6 years
Entrance examination score quartile				
Bottom 25%	2.01	1.86	1.18	1.33
Middle 50%	1.60	1.30	0.80	0.67
Top 25%	2.27	1.72	0.88	0.80
No scores reported	1.69	1.73	1.05	1.66
Degree-granting institution				
Public 4-year	1.44	1.03	0.69	0.89
Nondoctorate-granting	2.16	1.61	1.30	1.49
Doctorate-granting	1.85	1.33	0.79	1.09
Private, not-for-profit 4-year	2.03	1.24	0.64	1.18
Nondoctorate-granting	2.56	1.64	0.78	1.53
Doctorate-granting	3.23	1.90	1.03	1.85
Other	7.24	10.09	5.69	6.39
First postsecondary institution				
Public				
4-year	1.53	1.17	0.76	0.88
2-year	2.30	2.19	1.71	2.14
Less-than-2-year	—	—	—	—
Private, not-for-profit				
4-year	1.96	1.20	0.59	1.14
Less-than-4-year	10.93	10.94	5.81	5.73
Private, for-profit	9.76	6.48	2.11	8.61
Number of institutions attended				
One	1.52	1.09	0.61	0.81
Two or more	1.35	1.41	0.90	1.04
Transfer of credit				
Began at sample institution or did not transfer credits	1.40	0.99	0.56	0.75
Began elsewhere				
Transferred less than 10% of credits	5.05	4.74	5.68	3.94
Transferred 10–25% of credits	3.79	5.35	2.92	2.20
Transferred 26–50% of credits	1.99	2.20	1.71	1.83
Transferred more than 50% of credits	2.84	3.12	2.40	2.96

—Sample size too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study First Followup (B&B:93/94), Data Analysis System.

Statistical Procedures

Since the estimates in this report are based on a sample, observed differences between two estimates can reflect either of two possibilities: differences that exist in the population which are reflected in the sample, or differences due solely to the composition of the sample that do not reflect underlying population differences. To minimize the risk of erroneously interpreting differences due to sampling alone (a Type I error), the statistical significance of

differences between estimates was tested using Student's t statistic. Differences between estimates were tested using the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates (either proportions or means to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates were not independent, (for example, when making comparisons within a percentage distribution), a covariance term was added to the denominator. Differences were judged to be statistically significant when the value of t was sufficiently large that the probability of a Type I error was no more than 5 percent (a significance level of .05). This procedure involved calculating Student's t for the difference between the means or proportions of interest, then comparing this value with published tables of critical values of t corresponding to a two-tailed hypothesis test with a significance level of .05.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading, however, because the magnitude of the t statistic is related not only to the observed differences in means or percentages but also to the number of students in the categories under comparison. Hence, a small difference between two large groups would produce a large t statistic.

A second hazard in reporting statistical tests for each comparison occurs when making multiple comparisons among categories of a single variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for any single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p \leq .05/k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that for k comparisons within a family of possible comparisons, the significance level for all the comparisons will sum to $p \leq .05$.[44]

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[44]The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the t statistic required to ensure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, "Multiple Comparisons Among Means," Journal of the American Statistical Association 56: 52–64.

For example, in a comparison of the percentages of males and females who enrolled in postsecondary education only one comparison is possible (males versus females). In this family, $k=1$, and the comparison can be evaluated without adjusting the significance level. When students are divided into five racial-ethnic groups and all possible comparisons are made, then $k=10$ and the significance level of each test must be $p \leq .05/10$, or $p \leq .005$. The formula for calculating family size (k) is as follows:

$$k = \frac{jx(j-1)}{2}$$

where j is the number of categories for the variable being tested. In the case of race-ethnicity, there are five racial-ethnic groups (American Indian, Asian/Pacific Islander, black non-Hispanic, Hispanic, and white non-Hispanic), so substituting 5 for j in equation 2,

$$k = \frac{5x(5-1)}{2} = 10$$

The t-value therefore, for finding significance at $p \leq .05$ between any two racial-ethnic groups based on $K=10$, would be 2.81.

*U.S. Government Printing Office: 1998 — 413-950/60050

ISBN 0-16-048748-X

155

United States
Department of Education
Washington, DC 20208–5652

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